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ABSTRACT

This is the eighth of eight volumes consisting of series of publications of the Center for the Study of Liberal Education for Adults (CSLEA), such as Notes and Essays, Research Reports, Occasional Papers, and Conference Reports. These materials provide both theory and practice in the area of non-credit adult liberal education offered by colleges and universities. This volume contains four CSLEA Conference Reports. The Role of Liberal Arts in the University Evening College Curriculum, a report of a conference of liberal arts deans (October 1954), summarizes group discussions on university role in adult education, academic standards, special problems, and program merchandizing. Tradition and Innovation in University Adult Education, a teacher conference (October 1954), contains presentations and group discussions focusing on the adult student and social problems and adult learning. The University's Responsibility for the General Education of Adults, report of the third leadership conference for university adult educators (March 1955), examines current social trends and their significance for general education of adults. The Concerns of the Dean in University Adult Education, report of the fourth leadership conference for university adult educators (March 1956), presents recommendations related to the (1) total university, (2) adult education division, and (3) total adult education movement. Summaries of four papers presented are appended. (YLB)

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HISTORICAL PERSPECTIVES OF CSLEA

Volume VIII

CSLEA Conference Reports: 1954-1956

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Preface

In the two decades following World War II there was a surge of movement in the field of adult education. Among the exciting developments was the interest in liberal adult education which was encouraged and substantially supported by the Fund for Adult Education. The F.A.E. in return provided leadership and financial support to the Center for the Study of Liberal Education for Adults. The primary concern of CSLEA was to provide leadership and specific assistance by resources to colleges and universities to assist them in developing noncredit programs in the area of liberal education for adults. During the period the staff initiated and often conducted many seminars and workshops. They also provided consultative services to colleges and universities as they developed programs in liberal education for adults.

Another contribution was the publication of series such as Notes & Essays, Reports, and Occasional Papers. The publications are generally accepted by educators of adults--nationally and internationally--as being some of the finest in terms of both theory and practice.

One of the early activities of CSLEA was to convene several conferences. A purpose of the conference was to get persons in adult education together to discuss some substantive issues relating to the field. The reports of these four conferences describe the issues and problems of adult educators in this period. They also reflect the responses and resolutions that were proposed at that time.

Many publications are now out-of-print and indeed, in some cases, even our copy is difficult to locate. The requests for copies of CSLEA and other statements are frequently received. Accordingly copies of these documents have been collected and compiled into several volumes. A copy

of each volume is being sent to ERIC for their distribution. In this way these valuable publications may be made available to practitioners as well as researchers in adult and continuing education.

Mrs. B. J. Vaughn and Ms. Julie Smith have been particularly helpful and diligent in preparing these volumes.

Alexander N. Charters
December 1980

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THE ROLE OF LIBERAL ARTS IN THE UNIVERSITY EVENING COLLEGE. CURRICULUM. Pinebrook, New York, October 1954.

TRADITION AND INNOVATION IN UNIVERSITY ADULT EDUCATION. Swampscott, Massachusetts, October 1954.

THE UNIVERSITY'S RESPONSIBILITY FOR THE GENERAL EDUCATION OF ADULTS. Chicago, Illinois, March 3-5, 1955.

THE CONCERNS OF THE DEAN IN UNIVERSITY ADULT EDUCATION. Chicago, Illinois, March 5-7, 1956.

THE ROLE OF LIBERAL ARTS IN THE UNIVERSITY EVENING COLLEGE CURRICULUM

A Report of a Conference of Liberal Arts Deans Held at
Pinebrook, New York
October 14-17, 1954

Sponsored by

Center for the Study of Liberal Education for Adults
940 East 58th Street
Chicago 37, Illinois

PREFATORY NOTE

This report was prepared by the undersigned in draft immediately after the conclusion of the conference. Each of the participants received a copy, and was asked to comment on its contents. In some instances, these were incorporated into the text of the final report; in others, comments were footnoted. The participants' remarks are lettered (A through D in the text, and E through H in Appendix III).

Except for these quotations, all opinions and impressions are this writer's. Although the participants expressed general agreement with the report, the staff of the Center is, of course, solely responsible for its contents.

February, 1955
Chicago, Illinois

Morton Gordon
Research Associate
Center for the Study of Liberal
Education for Adults

In the early part of September, 1954, the Center announced that it would sponsor a national invitational conference on "The Role of the Liberal Arts in the University Evening College Curricula." Letters of invitation were sent to about fifteen liberal arts deans from colleges and universities which had strong liberal arts programs, and which had large adult education programs, especially in the evening divisions or colleges.[1]

The document announcing the conference referred briefly to the Center's interest in the many aspects of the role of the university in adult education. A considerable part of the Center's resources has been devoted to working intensively with deans and directors of university adult programs, to studying the nature and needs of the adult student clientele, and to sponsoring throughout the nation a series of seminars for some 1000 university faculty members who are called upon to teach adults.

The Center believed that there was another group which was vitally concerned, the graduate and undergraduate deans of liberal arts. They administer university resources central to the development of effective programs of liberal education for adults. They have

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[1] Cf. Appendix 1 for a list of participants.

All of the participants were deans of liberal arts, with the exception of Dean of Faculty William R. Gaede, Brooklyn College, Associate Dean of Faculties, Ralph L. Collins, University of Indiana, Dean Alexander Charters, University College, Syracuse University, Dean John P. Dyer, University College, Tulane University, who is preparing a book on the evening college, George Daigneault, Fund for Adult Education Fellow, who is engaged in research on the attitudes of university department chairmen toward adult education, and members of the Center staff.

The Center's policy was to invite liberal arts deans from many different kinds of institutions. Budgetary considerations in part limited the choice to those in reasonable proximity to the conference site, Syracuse University Conference Center, Pinebrook (Saranac Lake), New York. Geographical limitations aside, the institutions represented included state and municipal as well as privately supported universities. The evening divisions and colleges of these institutions were of many types, both in terms of administrative structure and kind of programs offered. The extent of liberal arts offerings in these divisions and colleges also varied widely from institution to institution.

much to contribute to any serious appraisal of the university's role in adult education; their professional concerns must be given prominent consideration in such an appraisal.

Addressing itself primarily to the concerns of members of this group, the Conference on "The Role of the Liberal Arts in the University Evening College Curricula" hoped to achieve these results:

1. To provide a national forum in which prominent deans of liberal arts could exchange views on the subject of the conference.

2. To enhance the liberal arts deans' awareness of the importance of university-level adult education.

3. To sharpen the basic issues and problems which may be amenable to research and experimentation by the Center, and by the deans and directors of the Association of University Evening Colleges.

On accepting the Center's invitation, participants were asked to reply to questions posed in a "Program Planning Sheet." The liberal arts deans' major areas of interest and concern as expressed in the "Program Planning Sheet" closely paralleled those which the Center's research and experience had indicated were the four or five major categories of problems. These became the basis for the Conference agenda.[2]

THE CONFERENCE

The Conference began on October 14. In his opening remarks, John B. Schwertman, Director of the Center, described the three policy focal points which had evolved since the Center was established in the fall of 1951.

The first had focused primarily upon the production of experimental teaching materials

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[2]Cf. Appendix II

in liberal arts subject matter areas. In producing these materials, the Center had assumed that content and method extant in the day divisions should not be exported to the evening divisions without considering the desirability of making some changes.[3] During the second phase of its development, the Center addressed itself to the question, "What is the proper role of the University in adult education?" The Center continued to produce teaching materials, as one aspect of this question. Other problem areas included the administrative leadership of the evening college movement, the attitudes and practices of university faculty, the relationship between the university and its community, the needs and motivations of adults, and the promotion and "merchandising" of liberal arts courses.

The third and most recent focus has been given priority over the earlier two; it has not been substituted for them, however, The major area of our concern at present, in the words of the Center's directive from its Board of Directors, is "to encourage for adults the development of a wide range of university-level educative experiences which do more than parallel regular degree or credit programs and which are planned on the basis of the distinctive interests, experiences, and abilities of adults."

Mr. Schwertman noted that the Center has no "bill of goods" to sell; it is not committed to any one philosophy of education to the exclusion of others; it is not opposed to tradition and in favor of innovation per se. It is neither a spokesman for nor an agency of either the Association of University Evening Colleges or the Ford Foundation.

The Center's activities are based upon a belief in three things:

1. That the values of the humanistic-liberal arts are supremely important to adults living in a predominantly urban and industrial society.

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[3]The Center is still not certain about the complete validity of that assumption.

2. That the university, particularly the urban-area university, must decide what its role in adult education should be.

3. That the Center's mission is one of study and inquiry. As the Center increases its understanding, it will be more able to help universities decide for themselves whether they will or will not make a serious commitment to adult education.

* * * * * * * * * * *

The group began the discussion of "What roles should the University play in adult education?" by attempting to reach concensus on a definition of an adult student. The following definitions were suggested.

An adult student . . .

1. has interrupted his formal education; he has been out of school for a period of years and is presently engaged in non-initiatory education beyond the high school level.

2. has a major occupational commitment other than attending school; he is a part-time student.

3. has had some maturing and educationally valuable life experiences outside of formal education; he has accepted the responsibilities of adult living.

4. is more than eighteen years of age.

5. is more than twenty-five years of age and is educable.

The group agreed that it is easier to describe the adult student than to define him. Difficulties of description and definition seem to derive from a three-faceted approach to the problem. At times, the emphasis is on the evening school; at other times, on the adult student, or on a synthesis of the results of a study of the question "Which people are adults?" and of an analysis of the administrative structure of the evening school which serves them.

After a time, it was evident that consensus would not be achieved quickly. The group agreed to accept an operational definition of the adult student which would be the basis for all discussions during the conference. An adult student was to be taken as an individual who needs, wants and can profit from university-level adult education.

The group then discussed the university's role in adult education. The degree of acceptance of adult education and the assignment of priority to it by the university and the liberal arts college depended, in part, upon how adult education was defined. The two principal points of view expressed derived from different definitions of adult education.

The group that defined it in terms derived from the day divisions stressed the pursuit of liberal arts goals in preference to the satisfaction of the demands of adult students. The university's primary role should be to provide university-level education. In adult education at this level, no less than in higher education in general, what is important is the individual student's educational preparation and advancement and the amount of time he has to devote to his studies. The principles of university education, which involve the satisfactory completion of a sequence of credit courses leading to a degree, are as applicable to the evening divisions as to the day.

The other group defined adult education in terms of a response to the needs of a community and its citizens, and the university's unique competence to meet some of these needs. To fulfill this role, the university may or may not confine its offerings to credit, degree programs. Individuals tend to develop technical competence during their adolescent years and to broaden their cultural backgrounds during their later years. Despite this tendency, however, all programs for adults will have a vocational aspect. University-level adult education should develop technical competence, if this is desired; the university should also broaden the cultural

backgrounds of adults, as they need and demand broadening. In both cases, however, the university should confine its efforts to providing university-level education.

* * * * * * * * * * * *

The discussion of the question "How can the liberal arts be adapted to the interests, experiences, and special abilities and disabilities of adults?" disclosed the same general difference of opinion. The first group held that the adult student should be adapted to the program. Adults may be intellectually mature; if so, they should be directed to courses at more advanced levels. Motivations of adult students and of GI students who came to the university after World War II are similar. No adaptations were necessary in the latter case; none had been made. Evening programs should not be watered down versions of day programs.

The other group held that since the university is a social institution engaged in the education of citizens, programs should be adapted to the adult students' needs. New courses can be introduced into the curriculum; others can be significantly changed, or even replaced. Instructional adjustments can be made. Methods of evaluation can be different from those in use in the day divisions. Evening programs can be different, but equal in quality to day programs.

A member of the Center staff suggested that the validity of adaptation rested upon an assumption that adults were essentially different from day-time undergraduates. Day division students come to the university from secondary schools. What they should receive in the university is instruction; knowledge should be "stuffed into" their minds. Adult students, on the other hand, have had educationally valuable life experiences which can be "educed." What they should receive in the university, therefore, is education.

* * * * * * * * * * * *

The question of academic standards was then discussed. The group reached consensus regarding the meaning of the term. Academic standards referred to:

1. Course content - the extent of coverage of material
2. Sequences and prerequisites - the "spread" of courses
3. Qualifications of staff - previous training, degrees held, teaching experience
4. Grading system
5. Immeasurables

These five points represented minimum standards. The first four referred to measurable aspects (Differences between day and evening could be determined, in part, by comparing the amount of material covered). The fifth referred to criteria more difficult to measure (The amount of time devoted to library research by day and evening students could be compared only on the basis of actual time spent. This could be done by careful research; it could not be done by a priori judgments).

No very sharp differences of opinion on academic standards were evident. None held that standards were merely part of the university's folklore and could be ignored; none held that standards were entirely inflexible, immutable, and undefinable. Differences of opinion were limited to the amount of flexibility that could be permitted.

Some members of the group stressed a flexible interpretation of standards to include the inculcation of skills, the broadening of understanding and the development of specialized knowledge. Differences in more specific aspects of standards are already apparent within day and evening divisions, as well as between them. These differences are less important, however, than the general attitude of the university toward standards, as expressed in more flexible terms.

Those who believed in less flexibility asserted that when the same degree is offered both in the day and in the evening, the burden of proof concerning the equality of work lies with the administration and the faculty. Before the same degree could be awarded, "substantial conformity" of standards should be maintained. The coin of the university should not be debased;

the same reward should not be given for different and unequal achievement. Perhaps the only way to prove equivalency is by identical comprehensive examinations.

* * * * * * * * * * *

The clash of opinion on the question "What are the special problems of non-credit liberal arts programs for adults?" was sharp. Some believed that non-credit programs have a place in the university curriculum, despite the problems they create. Others were not concerned so much with the problems; they denied that the university was justified in offering this type of program.

The latter group maintained that the university cannot be all things to all men; its proper function is to provide a sequence of coordinated courses which can be applied to a degree. Non Non-credit programs extend the university's responsibility beyond those consistent with its historic role in higher education. These programs divert the faculty's attention from higher education, to the detriment of productive research and scholarship. There is a real question whether the demand for non-credit courses is created by advertising, with the ultimate result that the idea of cradle-to-grave education will take root. If non-credit offerings are expanded, the university may become like the contemporary drug store, where the dispensing of drugs is relegated to a small corner of an establishment that sells everything. The non-credit course may be therapeutic for some people, but therapy is not the university's job. Non-credit courses may be necessary and useful, but they should be offered by other agencies, not by the university.

The other group believed that the non-credit courses is a proper vehicle for offering university-level education designed specifically for the needs of adult students uninterested in degrees. These courses can be "liberating," without the necessity of conforming to the pattern established for individuals coming to the university direct from the secondary schools. Non-credit courses frequently are offered by faculty because of their interest in a particular subject

matter. In these cases, faculty experience with the highly motivated students who attend these courses may be a spur to productive research and scholarship.

* * * * * * * * *

Following a brief discussion of the problems of merchandising liberal arts programs for adults,[4] the Center asked the deans for their opinions concerning the Center's future development. Members of the group indicated their first, second, and third choices among four alternatives.[5] (See Table I) They then ranked in order of priority eight specific policies subsumed under the alternative which referred to university-level adult education on a broad scale. (See Table II) Priorities were also assigned to specific policies in the field of "day school at night." (See Table III)

TABLE I

Number of votes	Alternatives*
42**	The Center should encourage universities to explore university-level adult education on a broad scale.
36***	The Center should concentrate its effort in the field described as "day school at night."
15	The Center should work in the field of adult education in general, not necessarily at the university level.

* No votes were cast for the proposal that the Center should terminate its activities
** Nine first choices and two second choices
*** Two first choices and eight second choices

[4] One hour was devoted to the discussion of the question "Should liberal arts programs for adults be merchandized?" The Center's impression was that this discussion was less fruitful than the others. See footnote #6.

[5] Thirteen ballots were filed. A first choice was counted as four votes, a second choice as three, a third choice as two, and a fourth choice as one vote.

TABLE II

The Center Should Encourage Universities to Explore University-Level Adult Education on a Broad Scale

Number of votes	Alternatives
33	Research grants to universities for experimental activities in adult education
23	Work in the area of the university's relation to its community, how the university can best serve community needs, etc.
18	Work exclusively in the area of non-credit programming for adults
11	Support activities which encourage other divisions of the university to consider new possibilities of university service in adult education.

TABLE III

The Center should Concentrate its Efforts in the Field Described as "Day School at Night"

Number of votes	Alternatives
26	Direct working with faculty on problems that arise when adults are in the regular credit classes
24	Research and experimentation on curriculum materials and Teaching methods
22	Help promote the idea that getting a college education at night is a good thing
15	Help work out some of the administrative problems between day and evening re the credit-degree program

One general comment can be made about the significance of the deans' vote. Although the Center was pleased that no participant believed its activities should be terminated and was encouraged by the general vote of confidence, one should be cautious about ascribing too much importance to the votes of a group of gracious and courteous guests, who had passed a comfortable three days in a charming setting. It would not be correct to say, however, that the vote was without meaning, since it did tend to confirm some of the Center's general impressions. See

IMPRESSIONS AND CONCLUSIONS

The Pinebrook Conference began on Thursday, October 14 at 4:00 P.M. and ended on Sunday, October 17 at 1:00 P.M. The conference environment was rural and "residential." All meals were taken in common. Although participants had some free time away from meetings, few strayed far from the conference site, which was sufficiently removed from centers of population to discourage the diversions of "downtown" shopping and visiting friends characteristic of many conferences in large urban areas.

One by-product of the physical arrangements was the continuation of discussion outside of regular meetings. All sessions were plenary. Mealtime or recreational activity became, in many instances, the occasion for further discussion. A 10:00 P.M. snack, served after the late evening meeting, encouraged participants to continue their conversations, in some cases until midnight.

For these reasons, the Center staff was able to become more familiar with the attitudes and opinions of participants than would have been the case in a less "residential" setting. At the same time, it should be emphasized that the impressions and conclusions that follow are tentative; they are not to be taken as applying to the group as a whole. As noted, there were sharp general differences of opinion. Moreover, even when individuals agreed "in principle,"

they often disagreed concerning degree or method of implementation.[A]

Our impressions and conclusions refer to the following:

1. What the Center learned from the participant liberal arts deans.

2. What the participants learned from each other and from the Center.

3. In view of 1 and 2, what the Center can do as a follow up to the Conference.

The Center became aware early in the conference that participants lacked the most basic types of information about adult education in general, about the evening college movement, and even about the evening division of their own institutions.[B,C,D] Comments were made on university-level adult education which related to the following: the nature of the adult clientele; the administrative structure of the evening college and its relationships with other colleges within the university; the adaptation of the credit and degree program; and the extent, popularity, and possible validity and utility of non-credit work. In general, the tenor of comments indicated a

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[A] One of the participants suggested that "The wide difference of opinion on many fundamental issues showed a close correlation with the particular community and academic setting of the institution to which the participant belonged."

Participant B: "This sentence may or may not be true. Some of the participants, I believe, would not agree with it and most of us, I fancy, would object to the strong implication that with more information about adult education and about the adult education movement, we would inevitably become more sympathetic to its aims."

Participant C: "I would underwrite vigorously the general impression that most of the participants were surprisingly ignorant of what has been going on in university adult education during the past decade or two."

Participant D: "It might also have been added that the Deans do not know much about anything anyway. That is one definition not to say qualification of the crowd. The clearest proof of this is to attend a meeting of them. Whereas college presidents often do not know what they think until after they have spoken, deans often aren't allowed to think until after they have listened to their president. However, this crowd was not at Pinebrook."

need for the Center or some other agency to communicate to liberal arts deans information which evening college deans tend to assume is obvious to all educators.

Some deans appeared to have negative feelings about the evening college, which they regard as peripheral to the proper role of the university in higher education. This unsympathetic attitude was both explicit and implicit.[6] It is our impression that hostility tended to vary inversely with information; the more information, the less hostility. It also seemed true that hostility tended to decrease to the extent that the evening college mirrored the day divisions, and to increase as the evening college moved toward modification of and experimentation with the day program. Some deans, however, appeared to soften their opinions slightly toward the end of the conference. This can probably be attributed, in part, to the acquisition of more knowledge about the evening college, and, in part, to the influence of the opinions of their more sympathetic peers.

If these impressions are correct, it is obvious that greater liaison between day and evening is required. Some liaison already exists; but much of it is limited to daily routines regarding courses, faculty, and other administrative matters. Communication on another level should be established. If the day dean's pejorative attitudes derive from imagined practices of the evening college, the evening dean can counter with information (not propaganda) based upon the facts as they are. In some cases, the day dean may object to actual practices. Here, the evening dean can frankly admit that he disapproves as strongly of many of these practices and is working to eliminate them. In both instances, a frank and continuous exchange of views concerning the objectives and methods of the evening college can help to establish a basis for working out

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[6] These attitudes were most evident during the discussions of "Should liberal arts programs for adults be merchandized?" Participants seemed to be reluctant to begin the discussion. Opinions that were expressed related to the avoidance of "catchy" course titles, to the danger of "undignified" advertising, or even of most advertising, and to the necessity for every part of the university to conduct its affairs in a "seemly" manner. It is our impression that opinions of this kind referred primarily to the evening college.

problems to the satisfaction of both day and evening divisions.

If possible, the evening college dean should support his point of view with pertinent data. It was our impression that liberal arts deans generally are prepared to change their opinions, if careful research has suggested that other opinions are more valid. These deans were particularly interested in the results of the Center's first "soft pedagogy" study, which indicated that there were no significant differences in achievement between students in the day and in the evening divisions.[7] They appeared sympathetic to the Brooklyn College experimental program of awarding degrees to adults, not for completing a stipulated number of courses alone, but also for having demonstrated the educational value of maturing life experiences, in terms of credit toward a degree.

We are naturally hesitant to say what the participants in the conference learned from each other and from the Center. More important than that, we are far from certain that the learning that did take place will have any appreciable effect on the future relations between the day and evening divisions of particular institutions. Nevertheless, we believe that at least some of the deans became more aware of the following as a result of the conference.

1. that university-level adult education is a serious and legitimate field within higher education.

2. that the problems of university-level adult education are complex; and that "respectable" research can contribute to the understanding and solution of some of these problems.

3. that there are many kinds of evening colleges, and many kinds of relationships between the day college and the evening college.

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[7] Students were matched according to age and ACE scores. Every student had completed at least sixty credit hours of work leading to a degree.

To be fair, we must also admit the possibility that a few deans may have had their fears and prejudices about the evening college confirmed as a result of the conference.

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In view of these tentative conclusions and impressions of the results of the conference, what alternative next steps seem to be open to the Center? At the moment, we can think of three possibilities.

The first would be a conference of evening deans to explore methods of improving relations with their colleagues in the day divisions.

The second would be a conference of pairs of evening deans and day deans. Problems of mutual interest would be discussed. Ample opportunity would be provided to exchange views across administrative dividing lines.

The third would be a conference of evening deans, dean deans and faculty to accomplish the same general purposes outlined in the first two alternatives.

APPENDIX I

Roster of Participants

George B. Barbour, Dean, McMicken College of Liberal Arts, University of Cincinnati

Alexander Charters, Dean, University College, Syracuse University

Ralph L. Collins, Associate Dean of the Faculties, Indiana University

Richard T. Cox, Dean, College of Arts and Sciences, The Johns Hopkins University

Paul A. Cundiff, Dean, College of Liberal Arts and Sciences, Butler University

George Daigneault, Fund for Adult Education Fellow, formerly Director, Department of Home Study, University of Chicago.

John P. Dyer, Dean, University College, Tulane University

Eric H. Foigle, Dean, College of Liberal Arts, Syracuse University

James F. Fullington, Dean, College of Arts and Sciences, The Ohio State University

William R. Gaede, Dean of Faculty, Brooklyn College

Richard H. Heindel, Dean, College of Arts and Sciences, University of Buffalo.

George C. Huff, Acting Dean, College of Liberal Arts, Drake University

Simeon E. Leland, Dean, College of Liberal Arts, Northwestern University

E. C. McCue, S.J., Dean, John Carroll University

Virgil Roach, S.J., Dean, College of Liberal Arts, Marquette University

Ralph F. Strebel, Dean, Utica College, Syracuse University

Robert E. Streeter, Dean of the College, University of Chicago

A. J. Townsend, Dean, College of Arts and Sciences, University of Toledo

Center for the Study of Liberal Education for Adults

John B. Schwertman, Director
Harry L. Miller, Assistant Director
George E. Barton, Jr., Research Associate
Morton Gordon, Research Associate
Peter E. Siegle, Research Associate

APPENDIX II

Agenda

THURSDAY, October 14

4:00 - 500 P.M — Orientation

Chairman: John B. Schwertman, Director, CSLEA

Speaker: John P. Dyer, Dean, University College, Tulane University, "Notes on the Evening College in American Higher Education"

5:00 - 6:00 P.M — Social hour

6:30 P.M. — Dinner

8:00 - 9:30 P.M — Role of the Liberal Arts in the University Evening College Curricula (Informal statements from institutions attending this conference.)

Chairman: Morton Gordon, Research Associate, CSLEA

10:00 P.M. — Evening Snack

FRIDAY, October 15

9:30 A.M. - 12:00 — What Roles Should the University Play in Adult Education?

Chairman: Morton Gordon, CSLEA

Discussion following brief presentation of views by: Richard T. Cox, Dean, College of Arts and Sciences, The John Hopkins University

George C. Huff, Acting Dean, College of Liberal Arts, Drake University

12:30 P.M. — Lunch

* * * * AFTERNOON FREE * * * *

6:30 P.M. — Dinner

8:00 - 10:00 P.M. — How Can the Liberal Arts Be Adapted to the Interests, Experiences, and Special Abilities and Disabilities of Adults?

Chairman: Morton Gordon, CSLEA

Discussion following brief presentation of views by:
Paul A. Cundiff, Dean, College of Liberal Arts and Sciences, Butler University

Ralph F. Strebel, Dean, Utica College, Syracuse University

10:30 P.M. — Evening Snack

SATURDAY, October 16

9:30 A.M. - 12:00 — Can There Be Different But Equal Academic Standards?

Chairman: Morton Gordon, CSLEA

Discussion following brief presentation of views by:
William R. Gaede, Dean of Faculty, Brooklyn College

Simeon E. Leland, Dean, College of Liberal Arts, Northwestern University

12:30 P.M. — Lunch

2:00 - 4:30 P.M. — What Are the Special Problems of Non-Credit Liberal Arts Programs for Adults?

Chairman: Harry L. Miller, Assistant Director, CSLEA

Discussion following brief presentation of views by:
James F. Fullington, Dean, College of Arts and Sciences, The Ohio State University

E. C. McCue, S.J., Dean, John Carroll University

6:30 P.M. — Dinner

* * * * EVENING FREE * * * *

APPENDIX III

GENERAL COMMENTS BY PARTICIPANTS

E: "It is possible that your report, by isolating so sharply the two major points of view on most of the questions, may suggest that there was greater clarity of focus in the discussions than may actually have been the case. This does not appear to me to be seriously misleading, however, since the two major counterpositions, although not always overtly expressed, were somehow or other involved in most of what was said."

F: "My own impression, as I think I already have told you, was a certain amazement that some of the deans were so unenthusiastic about the whole program of adult education. At least some of this is in terms of vested interest and local politics it seemed to me and I think one of the jobs that your outfit can do is to foster the development of the program and at the same time break down some of the barriers that apparently have grown up between the day administration and those who are concerned primarily with the work that is done in the evening."

G: "I had this feeling during the Conference, and no one seemed very eager to confront what might get to be "Hamlet" without "Hamlet." -- I refer to the serious problem which will be caused by the shortage and drain and strain on competent teachers in the arts and sciences at the university level -- the same resource which must tackle the impending increase in college-age population and what appears to be an ever-increasing adult interest in the liberal arts."

H: "The fact that the Pinebrook Conference had some effect upon the thinking of those who attended it is reflected, I suspect, in the fact that, as recorded in your Table I, there was significantly strong sentiment for the proposal that the Center should encourage universities to explore university level adult education on a broad scale rather than put its major effort into the field described as "day school at night." At the beginning of the conference, I believe, these priorities might well have been reversed."

TRADITION AND INNOVATION IN UNIVERSITY ADULT EDUCATION

The New Ocean House, Swampscott, Massachusetts
October 22, 23, 24, 1954

Sponsored by the Center for the Study of Liberal Education for Adults
940 East 58th Street
Chicago 37, Illinois

ACKNOWLEDGEMENT

This report is the result of the industry of a group of active and energetic reporters whose work has been partially rewritten and condensed by the editor. My grateful thanks to Joseph A. Nordstrom, Clark; Frederick A. Palmer, American International College; and Irving White, Boston University. John B. Schwertman of the Center contributed most of the summary of Kenneth D. Benne's talk.

Speaking for all the teacher participants in the seminar, I wish also to thank the Center for the Study of Liberal Education for Adults for its generosity in financing this seminar, which made it possible for faculty members from a variety of fields and institutions to get together to exchange and develop ideas and discover new points of view on their daily work.

We are grateful especially to George E. Barton, Jr. for his excellent direction of the meeting and to John B. Schwertman and Peter E. Siegle for their substantial contributions to the discussions. Also John Waters of Boston University deserves thanks for his capable direction of the local planning activities.

Lee E. Holt, Report Editor
American International College

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ROSTER OF PARTICIPANTS

Friday, October 22, 1954

The seminar opened with a social hour and a dinner. After the dinner, two speeches were presented.

"Explicitly for Adults"
by John B. Schwertman, Director, The Center for the Study of Liberal Education for Adults (The complete text of this speech appeared in the December CEA Critic, a copy of which accompanies this report.)

After welcoming the seminar participants and stating that the Center has no ax to grind, no goods to sell, Mr. Schwertman expressed his conviction that the "key clue" to education for adults is to be found in Experience: adults have more experiences than other students, different kinds of experience, and their experiences are organized differently.

Teachers and programs in adult education are weak in so far as they ignore the total learning atmosphere for adults. The Chicago Center, its director said, sought first to supply good study material for adults; it then sought to work with administrators and college faculties, sponsoring a nation-wide series of seminars and offering support to special programs; but, having discovered that the subject-matter approach was inadequate and that the approach through administrators and teachers was not going far enough (though both approaches had proved immensely fruitful in many ways), the Center is now embarking on a development which will include the total learning atmosphere and will be "explicitly for adults."

The aim is to work toward a "University for Adults."

In Utopian vein, Mr. Schwertman set forth the characteristics of an ideal "University for Adults" rooted in adult experience:

1. Excellence - nothing less than the absolutely first-rate;
2. No clear status distinction between teacher and learner, but a community of learners;

3. Freedom for each individual to grow and learn at his own rate of speed;

4. Authority and discipline derived from the subject itself;

5. A pleasant physical atmosphere - a "country club overlaid with the opportunity for knowledge and a climate of intellectual challenge;"

6. An atmosphere of inquiry;

7. An opportunity for a social testing of one's beliefs and hypotheses;

8. Formal recognition - a degree which in prestige will exceed the B.A. degree.

This was the challenge presented to the seminar by its opening speaker.

"University Adult Education for New England: A Look to the Future"
by J. Paul Mather, President, the University of Massachusetts

President Mather began by discussing the meaning of the liberal arts, quoting Ralph Barton Perry's description of liberal arts courses as those which cannot be completely dehumanized by the method of presentation. Any course, on the other hand, can become a humanity if the humanity of the teacher is brought to bear on the humanity of the student; every study is potentially a humanity.

Dr. Mather stated that he has dedicated himself to liberal arts education, education which "frees men to" rather than "frees men from." Freedom, he said, is the result of mastery. But nevertheless he frowned upon the overemphasis of corporate interests upon the liberal arts as such - a product of the fact that so many present business administrators went to liberal arts colleges. The secret of educational progress does not lie in emphasis on any one type of education, but in improvement in all.

In the New England area there is a growing need for an informal type of education - adult education. While the baby boom is bringing a new emphasis to formal education, the

boo

boom in aged people provides an equally serious challenge. In addition, the comparatively small number of people in the 29 to 50 age group makes it imperative that education train for leadership.

Dr. Mather described the Orange Coast, (California) Community College as an example of an effective way of meeting the need for adult education. This was a direct result of the efforts of the citizens in five adjoining counties to achieve education for themselves - from 18 to 80. There, an excellent faculty working in excellent buildings provides education to meet the general needs of the people - vocational courses, hobby courses, liberal arts courses. The demand for liberal arts courses has been increasing every year.

In New England one of the big needs is for teacher training. The demand is growing beyond the ability of the state to meet it. The University of Massachusetts Extension Service is seeking to cope with this demand for general adult education, having established branches at Pittsfield and Westover Field. But much work remains to be done.

President Mather felt that in New England the surface has hardly been scratched. "I can see in the established concepts of New England formal education," he said, "nothing that is of value for adult education except respect for education itself."

II

Saturday Morning, October 23, 1954

The morning was occupied by one formal presentation and two discussion sessions.

"How the Adult Student is Different"
by Raymond Kuhlen, Professor of Psychology, Syracuse University

The primary differences between adult and ordinary students are the result of age and experience. "Aging," in this sense, refers to changes beyond the age of 20. It must also be

noted that the campus class is a captive audience. Students are not similarly committed in adult evening classes; the instructor must therefore be more sensitive in dealing with adult students.

The Aging Curve

Tests used to build up a typical curve to show changes in physical capacity as a result of aging indicate that the curve rises sharply from birth to about the age of 20 and then falls, somewhat less sharply, past the age of 70. This immediately suggests the old truism: "You can't teach an old dog new tricks." Certainly, the curve shows a fundamental trend in aging, but the tests are conducted over a short sampling time under the pressure of high motivation.

But in the adult education age group, the principal concern is with the factor of motivation, not with the actual decline of capacity. Hence, the aging curve, which is concerned with total physical capacity, is not really accurate for educational purposes.

In actual learning situations, learning capacity increases perhaps to 40 and there hits a plateau which is maintained for some years. The range of individual differences is, of course, vast. Differences associated with such factors as the student's social class and educational level may well be more important than differences associated with age.

Although physical capacity does decline with age, it is useful to remember the contrast in age reaction between walking and running; generally, for educational purposes, we live in a walking world.

Do the Curves Apply?

The question may be asked, do such curves hold good for non-physical problems into which judgment enters? The question cannot be fully answered, although earlier comments on age and actual learning situations suggest that the answer may be "No." It might be noted that the years of peak productivity in quality and quantity of academic work are likely to be between 30 and 40 - that is, more than a decade after the peak of physical activity. A curve linking outstanding leadership with age would move upward even more slowly, reaching its peak sometime after 40, although factors other than age and judgment obviously play a part in permitting or not permitting the exercise of leadership. Unfortunately, little has been done to study the social adjustment, the total "life picture," of subjects examined in these tests. Little attention has been paid to the interrelation of different tested characteristics.

Decline of Interest in Learning

The first important thing to note in considering personality and motivational changes in the adult years is that in sampling from the general population there is a very real decline of interest in learning. Once a man has made his adjustment to life, the pressures on him to learn relax. He has made his niche and often is content merely to occupy it. People in an old folks' home, for example, are not interested in learning. It is clear that, as people age, their liking for sameness goes up. When one is young, he is eager to "go places and do things." When he is older he is less and less willing to make what he may regard as a "sacrifice" for the sake of change.

Changing Goals

It is also apparent that goals change as people get older. The objectives of different age groups within any adult education program tend to be very different. Unfortunately, little

research on this subject is available. As one example of these shifts in goals, Professor Kuhlen cited his own study of 1200 school teachers. The overwhelming goal of young, single, female teachers is to get married. By the 30's this goal has changed, for those still in teaching, to a desire to get ahead in the profession. Later, this goal shifts to a desire to stay in the same job, not to change. This is succeeded finally by an interest in retirement.

For males, the pattern is similar, except that the men begin with a desire for promotion and professional success. The desire remains strong until the 50's, at which point it tends to be succeeded by, first, an interest in keeping the same job and, second, an interest in retirement. It is interesting that, in the case of these 1200 teachers, about 25 percent showed the build-up of an urge to get out of the teaching profession.

Changing Time Perspectives

There has been little study of changing time perspectives. Most research has been on the basis of short-time samples, which are indequate for studying the problems of aging. It is apparent that adolescence is characterized by a tremendous expansion of the psychological future. This sense of the infiniteness of the future is maintained for a long time. However, at some point, about in the 30's, one realizes that his own time is not infinite. To some extent, the future is here and now. One realizes this in many ways, and the realization has a strong impact on his personality. In the younger adult years adult education may help to support one in his quest of a goal, but as the sense of infinite time disappears, this desire for education is likely to become less important. For example, a man is likely to be either successful, in which case he has little desire for change, or something less than successful, in which case he may adjust his goals to his capabilities - and again is less interested in change. In the latter case, and to some extent in

the former, a man may become interested in adult education work to fill an achievement need for itself, not for any specific change or advancement. When a goal, whether a high or a low one, is achieved, a man may well need something to take its place; adult education may assist him here.

The Problem of Change

Adults do show a fundamental need for different kinds of expansion throughout the time periods of their lives. Adult education may help to fill in and smooth over gaps between goals as goals shift, or to attain a goal within some time period. A change from one goal to another - that is, a change in singleness of purpose - may be very hard for a person. Adult Education may help provide a role for a person in this situation and to fill a need the person feels for expansion. It must be remembered, however, that adjustment within an educational situation is harder for adults than for the ordinary college students.

Need for Defense

Adults characteristically erect defenses against losses they may experience. They show much more anxiety to know, "How well did I do?" They frequently make overabundant excuses and explanations, under stress conditions, for their conduct. They tend to make self-belittling comments, showing clearly their need for defense. This fear of failure, or fear of doing less well than they want to do, may keep them out of adult education classes or make them drop out if they are in any trouble.

The defenses may easily turn into dogmatism and conservatism, as an insecure person tries to structure his world. The older population is less willing to take a frankly ambiguous position on any subject. All this suggests a real necessity for using different methods in dealing with older groups in classrooms. Adult education should, perhaps, emphasize the expansion side of

the relationship within the classroom, while taking care to recognize the problems created by the continual erection of defenses against failure.

Discussion
Group A
"What This Suggests for Adult Education - For the Traditionalists"
Chairman: Merrill B. Sherman, Hillyer

The chairman suggested that the discussion center on the needs and aims of the adult student taking college credit courses and on how these needs can be better served by making use of the type of information presented by Professor Kuhlen.

The following topics were suggested and discussed:

1. How the adult evening school student could best be oriented to his work, whether by large social meetings (Northeastern recently tried a Welcome Week, a social get-together with refreshments, organized by the students. 600 attended); by meeting with the faculty for an explanation of the aims and methods of liberal education; by small social gatherings with individual instructors; or by more attention to orientation at the initial meeting of each class. In general, it was agreed that adult students need more personal counselling and advising than ordinary students, and that much of this should take place at the start of each course. Large social functions are not so effective as a harmonizing of counselling and instruction.

2. How the diverse personnel of the adult school faculty can be given unity of purpose - made up as it is of regular faculty who regard adult work as of secondary importance and insist on using the same teaching methods at night as in the day, part-time outsiders, and visiting specialists. Should there be a single faculty meeting, continual meetings, or joint student-faculty meetings? Is there any way that instructors could be persuaded to study and make use of the kind of information about the adult that Dr. Kuhlen presented?

3. How the diverse personnel of the adult class can be most effectively handled - some college-age students, some older, with a large variety of aims and outlooks and differing skills. Should young and old be put in different classes? Or do they gain by contact with each other? Should the subjects and methods differ widely from those of the regular college? It was pointed out that in recent years college classes themselves have become much more heterogeneous than they used to be.

The importance of personal counselling to overcome the timidity of the adult was emphasized; he needs encouragement, explanation of testing procedures, help in enrolling and throughout the course. Drop-outs are a big problem in formal adult education. But the adult student is

usually well motivated. He often wants the same degree as the day student. However, perhaps more could be done to give him a different kind of treatment better fitted to his needs and abilities.

Discussion
Group B
"What This Suggests for Adult Education - For Innovation"
Chairman: Seth Arsenian, International YMCA College

The discussion divided itself into two categories: consideration of innovations more or less closely connected with the special problems presented by the education of adult students; and a more general examination of the meaning of "liberalizing" influences and of techniques for accomplishing such liberation.

Innovations

The extent to which age produces different objectives and interests suggests that it is necessary to begin any program, either of innovations or of traditional courses, by determining the needs of the community.

Although it is obvious that such needs will be dissimilar in different communities, some problems are common to all. Several categories of adults seem of special interest: 1. Women in the 40-50 age group whose children have left home and who are at least temporarily deprived of the interests on which their lives have been focused; 2. Women in the 60-70 age group who are widows and have thus, for another reason, had their customary pattern of behavior broken; 3. Men in the 60-70 age group whose principal activities and interests have been disrupted by retirement.

Other adult groups should not, of course, be ignored, but traditional adult education has done little for the groups mentioned above. Educators interested in innovations can, there-

fore, have a comparatively free hand in dealing with these groups.

Several remarks indicated a common feeling that innovations should be made carefully, and that there are dangers in devoting too great effort to special groups. Five observations illustrate this feeling:

1. Colleges and universities should be cautious in assuming they have responsibilities for educating and helping these and other adults.

2. The "man in the street" should never be forgotten. His problems - problems of family, problems of citizenship, and so forth - must be considered by the colleges along with the more specialized problems of the aged, of executive groups, and of other adults.

3. Although the special age groups might have more leisure time and be in need of new interests to fill some personal void, the colleges are likely to attract those who need the least help. It may be desirable for the colleges to take their offerings to adults, through television, association with libraries, and so forth, rather than to wait for adults to come to the school.

4. In dealing with adults in all age categories, but especially with those who are retired from work, the instructor must make special efforts to take advantage of the practical experience - and attitudes developed by practical experience - of his students.

5. As a final word of caution, Professor Petitjean reminded the group that any proposed innovations would, as Professor Kuhlen had pointed out, be conditioned by the limitations imposed by age upon the willingness of faculties and administrations to accept innovations. Perhaps the proper starting point for any innovation is not a consideration of student problems but an assault on faculty conservatism.

Other Problems

Different techniques, not only of teaching but of bringing learners together outside the classroom, must be employed with adults. Seminars, institutes, conferences, and dinner meetings are useful devices for promoting adult education in the broadest sense. Comparatively simple innovations of this kind may attract men and women who have little interest in more formalized education of the traditional lecturer-student variety. Such devices may or may not

imply the existence of new goals for adult education, but they do recognize clearly the desirability of adapting methods to the particular students sought by an institution. Several members of the discussion group expressed interest in television and other new methods of reaching wider adult audiences.

The Liberal Arts

The validity of the increased emphasis on the liberal arts as liberating forces was considered. Evidence suggests that a frontal attack, demanding liberation through the study of specific liberal arts subjects, may be far less effective than indirect efforts. Professor Goldberg mentioned the program of the Pennsylvania Bell Company in which the company sends some of its executives to a "Great Books" kind of residential seminar. The objective is not liberation as such, but the production of better executives through a "liberating" process. The discussion ended with the suggestion that the idea of "liberating" men and women for a purpose, rather than just "liberating" them, must be considered more and more carefully by educators interested in liberal arts education for adults.

III

Saturday Afternoon, October 23, 1954

The afternoon was occupied by one formal presentation, a commentary, and two discussion sessions.

"Social Problems and Adult Learning"
by Kenneth D. Benne, Professor of Human Relations, Boston University

Adult education must be concerned with community or social needs produced by the phenomenon of change. Technological advances and changes produce relatively clear-cut needs for specific kinds of adult education; but needs for liberal education are not so clearly

All this is, of course, a familiar notion. But are we aware that the nature of change is somewhat different from what it was in earlier eras?

Formerly, changes were largely accidental; now they are more deliberate. Earlier eras produced random changes; now we have more planned changes. We have moved from an era of discovery to an era of research. We are, therefore, in the curious situation of actually paying people to upset the status quo. But - and this is important to note - this is not equally true in all areas of human inquiry. We do not, for instance, seem as anxious to approve study and change in social and moral beliefs and practices as we are to approve "scientific" or technological changes in our physical and biological environments.

But - all in all - today we are confronted with a new dynamic element in modern life. We might label it a "research mentality." And the university is a social institution that has played a large part in creating this "research mentality."

Again - it should be stressed that this "research mentality" extends unevenly into the various areas of social experience. That is, the "research mentality" has not always affected moral change or certain areas of social practice. An alternative mentality of choosing on the basis of traditonal authority prevails in these areas.

That the dynamics of change are uneven can be seen in the fact that a man may applaud the changes in automobile design between 1926 and 1954, but at the same time hold that a political constitution is best because it is "venerable," should not be changed, etc. In short, the uneveness can be found, not only among areas of social experience, but even within the individual.

Thus, we face a most serious question: Shall we extend the "research mentality" into all areas, or shall we set limits to it?

Linton identified three elements in a culture (Linton, Ralph, The Study of Man):

1. Universals, i.e. notions that are universally accepted in a culture, such as the notion of monogamy in our culture.

2. Specialities, i.e. different notions for different roles, such as the special notion about women as contrasted with men.

3. Alternatives, i.e. different views, as for example about economic arrangements. Thus, we have the alternative views of CIO, NAM, etc.

Now Linton holds that a culture is in crisis when universals disintegrate faster than new universals are created. Another way of stating this thesis is that a culture is in crisis when there is a disproportionate share of alternatives as compared to universals.

In the sense of this definition, it seems probable that our culture is in a state of crisis. Many forces have been at work, and are at work, to undermine those universal notions that once bound our communities together. Now, indeed, an individual's allegiance is commanded, not by the community, but by a particular formally organized or informally constituted segment of the community. Thus, too often, an individual is more loyal to an occupational group, to class norms, to a union, etc. than he is to his "community."

In this situation, the tasks of adult education are at least two:

: First: Focus inquiry on the alternatives in the hope that in the light of reason and evidence the alternatives which tend to split up "community" may gradually give way to broader areas of agreement, thus tending to restore a sense of "community;"

Second: Adult education should produce new methods of inquiry which will not necessarily weaken loyalty to segments or groups, but which will enable individuals and groups to deliberate across communications barriers that get erected by segments and groups in the community. We have, in a

democracy, too often tended to underestimate the importance of methodology in the basic sense of this word.

In summary, our problem is to restore a "Gemeinschaft" quality to human experience. We cannot do this by turning the clock back to a more simple and primitive time. Instead, we must find entirely new bases for "Gemeinschaft."

How are we to do this?

There are, at this time, no sure answers. But one thing that may help is something especially relevant to the university's function: namely, that we seek new ways in which the scientist and intellectual innovator, what some people call the "change agents" of society, get into an effective working relationship with the operator and the practitioner. If this can be done, then maybe new bases for "Gemeinschaft" will emerge. The university, through its adult education divisions, may be in a peculiarly good position to effect this kind of rapprochement.

Commentary
by Stephen G. Burke, Personnel Manager
Walter Baker Chocolate and Cocoa Division of General Foods Corporation

Mr. Burke described some of the adult education problems that arise in the community relations of the modern business firm and showed briefly how these problems tie in with the larger field of adult education. He expressed great interest in the discussions he had heard and stated that businessmen could gain much from recent developments in adult education and in turn could contribute to them.

Discussion
Group A
"What This Suggests for Adult Education - For the Traditionalists"
Chairman: Albert Morris, Boston University

This discussion group sought to analyze and isolate specific ways to restore, within the traditional approach in adult education, those concepts of community living "which had declined in our urbanized, segmented, present society."

The observation was made that many adults, through changes which come about in their social and vocational environments, find themselves in positions requiring leadership skills which they do not possess. Often the acquisition of these skills is the educational aim of adult students. Language skills - both speech and writing - are particularly important since they are so basic to the individual's desire and need for participation in group deliberation.

The following significant statements were made at this session:

1. Course levels should be explicitly pointed out to students.

2. Poor or obvious subject matter must be avoided.

3. Special case studies need to be built for the more mature students.

4. There is clear need for better textbooks in the field of adult education. Perhaps some of these books could be aimed at meeting the needs of special groups of adult students like policemen, businessmen, etc.

5. Careful study should be made to determine how and in what courses homogeneous rather than heterogeneous sectioning is more advantageous.

6. Both administration and faculty need to become more aware of the factors which make the different approach to adult education necessary - especially as it relates to credits, standards, and teaching methods.

7. Instructors of adults should teach to the needs of the particular student - not just cover material quantitatively.

8. Instructors of adult classes need to be conversational, more aware of the pace of the course, never too methodical. They need to know more about the individual students, their course sequences, and programs of study.

9. Adult students are not inferior; they are often better than young day students. They are different.

10. Adult students need to overcome the idea that adult courses are inferior. They often get this idea when they transfer to day programs. In this connection, double standards should be avoided, low credits should not be accepted for degree programs, and credit should not be given for effort only.

11. The subject of language requirements needs close study for two reasons: a. The determination of the exact objectives in the teaching of the language, and b. The reasons for its requirement in degree programs. The question was raised "Might not social and cultural appreciation of a country be taught more effectively in other ways?"

Discussion
Group B
"What This Suggests for Adult Education - For Innovation"
Chairman: Samuel E. Pond, Hillyer

How can the adult educator get into closer touch with the action men in the community? To cite examples, in Bridgeport, sociology colloquiums are being held with various ethnic groups in the city. John Schwertman said that the CSLEA has a sum of money to be used to develop something on the order of colloquiums among professional men, business leaders, and government leaders. The university, which has no ax to grind, is an ideal initiator of discussions of community problems. The public libraries also have a leading role in this field; in the "get out and vote" campaign and the "American heritage" programs they have exercised an important educational influence. There has been much cooperation between universities and public libraries.

The chairman described how scientists in recent years have learned more about cooperation; he told about the role of group work and group publication of results, and related this to the field of adult education. Publications, John Schwertman thought, will not fill the need alone; there must be a place like a seminar room where individuals can work together.

Dr. Benne suggested that classroom treatment of community problems reactivates the students' prejudice against education. Let people find their own way out of their difficulties. Decentralization of authority is the major problem to be solved; the result would be a true

university of adults meeting in an atmosphere of inquiry. Real effort must be made to find the centers of influence in each group, the "Little Joes" of culture. On occasion, of course, new methods can be made to prevail without the help of prestige groups or of the informal centers of influence, but this involves a very special effort at communication.

At Harvard an attempt had been made to use the same cases in adult classes that had proved successful in day classes; but experience showed that one half of the material had to be drawn from the immediate experience of the men who made up the seminars. With adults, the environment in which the work is done is also more important than with younger students. Executive courses were often dinner courses accompanied by cocktails. Scouts have been sent out in advance as listening posts so that instructors might be in possession of up-to-date and appropriate material. In the ordinary evening school more effort should be exerted to tap opinion of present adult students. They form as representative a group as the college can economically contact in regard to problems like these.

Dr. Goldberg said he preferred not to think of the role of the university as therapeutic, but rather as building a quality of "Gemeinschaft" by increasing the opportunity for communication. It was suggested that a better term might be Lawrence Frank's "cognitive therapy," emphasizing how one thinks about what he feels rather than how one feels about what he thinks.

Dr. Benne suggested that another possible listening post would be the faculty member who speaks to various local groups. Possibly he could do his speaking in a discussion, rather than a lecture fashion. This would enable him to find out more about the thought of the local group, especially if he were given some information in advance about the type of group he was to address. Furthermore, the normal faculty in a university is spread pretty much throughout the entire community, belonging to almost all local organizations, such as the League of Women's Voters, and the PTA. That gives the university a source of information that should be easy to tap.

It was thought however that it would be unfortunate if too much time were spent getting information. If, on the part of a faculty member or a group of students, enthusiasm is developed for a course, and if the course falls among those which the university has the peculiar mission and ability to give, too much time should not be wasted in community research.

IV

Sunday Morning, October 24, 1954

This Sunday session consisted of three presentations, a general discussion, and dinner.

Remarks by the presiding officer, John B. Schwertman

Mr. Schwertman stated that the traditional evening courses will be with us for some time to come. Before we can improve the standards of adult education, in fact, we must be certain what those standards are. To discover this, we must try out new ideas. Two of the current patterns in adult education are 1. "The night school plus:" the traditional thing, with a few experimental courses added, and 2. "The tie-in sale or package deal," with associate degrees and certificate courses, and with regular day courses built into the package.

Guide lines for new departures can be found in answers to the following questions:

1. What is the complexity of the proposed new subjects?
2. Are we primarily concerned with intellectual development?
3. Are we to attempt to enlarge social and aesthetic experience?
4. Can the university increase its own knowledge by its experience with adults?
5. To what extent will the program contribute to community leadership?

Mr. Schwertman described the "Basic Program" for adults at the University of Chicago, a four-year course of study with two seminars a week, as one approach to innovation. No credits are given, and it is not based on an undergraduate program. Twice a year a weekend

residential experience is made part of the course. The neighborhood college idea, he said, is perhaps not a field for university concern, but is worth watching. The university taking part in community development is illustrated in Washington State. Here the theory is that you can solve problems by bringing people face-to-face. The university goes into the community and works with social groups.

Another approach is the university extension concept; the campus is coterminous with the boundaries of the community. The residential concept of adult education is best exemplified in the Scandinavian folk schools and the British residential colleges.

Other promising developments which can provide guide lines are the cognitive therapy concept, the senior citizen concept, the adult faculty concept (the adults are their own teachers), the educational use of mass media of communication, and the elaborate non-credit program.

"An Example of Progress Through Innovation"
by Paul A. McGhee, Dean, Division of General Education,
New York University

The New York University adult education program runs from 9 A.M. to 10 P.M. as an independent unit. It is "a kite by itself, with its own rhythm." It has 10 to 12 thousand non-degree students with an average age of 30. One third are already college graduates. It is self-supporting, offers 300 courses, and employs 225 teachers, 27 full-time, 44 from other branches of the university, and 154 from outside.

Although this adult school is solely preoccupied with the needs, aspirations, and hopes of the adult community, it does carry the reputation of the university in its hands and so has responsibilities. But every effort is made to cut through the red tape and hocus pocus of academic attitudes.

The largest part of the offerings is in the field of the liberal arts; this is the heart of the program. There are advanced courses for graduate engineers, though the university requires that they be labeled subprofessional. There are courses for adults who need credits for college entrance. The evening school is interested in any road down which adults want to travel. It looks directly at the adult community and provides community service.

"An Example of Progress Within the Tradition"
Bernard H. Stern, Professor of English and Assistant Director,
School of General Studies, Brooklyn College

Professor Stern described an experiment under way at Brooklyn College, with the financial support and guidance of the CSLEA, for providing a more rapid route to a regular undergraduate degree by giving credit for the experiences and accomplishments of adults outside the classroom. The experiment is being carefully controlled and an attempt is being made to develop rigorous and accurate ways of equating experience with actual college work. Qualifying examinations are being used, together with evaluation of experience and the provision of special tutorial work and reading lists.

In setting up the program each of 1000 teachers was asked to submit the name of one adult who showed promise. From this, after a careful study of backgrounds, a list of 130 applicants was obtained for the experimental program. Credit by examination is offered only to those students whose experience richly qualifies them in the field in question. Otherwise, they are given tutorial instruction, reading lists, quizzes, and so forth, or are asked to take regular courses. As the program expands it will be possible to give special group instruction by methods better suiting the needs of adults than the usual undergraduate class.

The adults who would like regular degrees are usually already established in their vocational lives. Their chief needs are cultural or personal leading toward self-fulfillment.

Standards of selection are the richness of the applicant's background, the value of the degree to him and to the community, his aptitude for growth, and his nearness to the degree. The aim is to make the work the full equivalent in every sense of regular college work but at the same time to use methods suited to the backgrounds and attitudes of adult rather than of undergraduate students. New methods for dealing with exceptionally bright students are being studied in the experiment.

One of the problems is how to recondition adults to the habit of study and to give them the patience to master the theory of things they have long known how to do in practice. Difficulties in this area are responsible for discouragement and dropping out. Another problem is how to give the traditional college faculty and administration an adequate understanding of the program so that they will no longer think of it as a road to a sub-standard degree.

General Discussion

In the discussion that followed Professor Stern's talk the following points were made: (1) The eventual aim of the experiment is to devise tests and methods which can be used on a national scale; (2) More testing devices are needed to make the testing adequate; (3) No charge is made for equated credits, but the students pay for tutorial and other credits; (4) This kind of program can be operated at a lower cost than traditional courses.

Mr. Schwertman remarked that the university cannot afford to ignore the lessons to be learned from the Brooklyn College and NYU adult work. Every effort should be made to persuade the academic world to focus on outcome, not on methods.

Dean McGhee concluded that a college in a smaller community should have a better chance of capturing the attention of adults than NYU has in New York. Adult education has fewer inhibitions than most academic systems. It begins with people where they are. It "turns the institutional face warmly toward the great democratic audience."

TRADITION AND INNOVATION IN UNIVERSITY ADULT EDUCATION
An Inter-University Seminar

New Ocean House, Swampscott, Massachusetts
October 22, 23, 24, 1954

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CONFERENCE REPORT

THE UNIVERSITY'S RESPONSIBILITY

FOR

THE GENERAL EDUCATION OF ADULTS

Hotel Windemere, Chicago
March 3-5, 1955

Edited by

Peter E. Siegle, Research Associate
Center for the Study of Liberal
Education for Adults.

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P R E F A C E

THE OBSERVER'S REPORT

BY

J. ROBY KIDD, DIRECTOR

Canadian Association for Adult Education

You have asked a visitor to set down his observations of your Conference in an attempt to gain some perspective and meaning.

Not so long ago a visitor from France was assigned a somewhat similar task. Before an audience in my home city, he began "Tonight I give lecture on what is beauty. I want a picture to show that an animal is beautiful because every part is made for function without ornament. So I choose picture of a horse. In Paris I would show woman but in Toronto I show a horse."

What picture should I choose in Chicago to display the qualities of this Conference and of adult education?

Before getting on with the task let me hastily say that my credential is neither knowledge nor capacity. This is to be an outside, an off-beat view; not expert analysis. The comments may demonstrate ignorance and prejudice and yet give you some gauge of your work, for distortions can sometimes be as illuminating as mirror images. I shall speak plainly in the belief that you would expect nothing so much as candour from a friend. One of our writers recently remarked that "Canada is bounded on the north by ice, on the west by the East, on the east by history and on the south by friends." I trust that this is so. Where I may seem to be critical, you will realize that I am able to see the disbalance precisely because it also appears in our own work.

My first impression was of the courage, or faith, or wisdom, or foolhardiness of those who planned the Conference. For, instead of one objective, there seemed to be three or four.

First there was the central topic of the Conference. Another objective was bringing the work and interests and sentiments of two organizations into some relationship. Next was the problem of how foundations can discharge their responsibilities in adult education and how they are to be aided in so doing. There was also the sharing of new knowledge and insights gained by the CSLEA staff. Here I lost count, but there may have been more.

Were all these objectives achieved? You can add that up better than I. Certainly progress was made all along the line. At times we seemed to carry on with all the nonchalance of a juggler who is the master of two plates but suddenly finds that he can keep a whole set of them in the air. At other times you could hear the crashes as fatigue set in, or as we suddenly remembered that we were just two-plate jugglers.

Would we have achieved as much or more if we had aimed at more limited objectives? I confess that I have mixed feelings rather than any strong conviction about this question. Perhaps the best answer is the one given in the old story about the sinful, wealthy and dying Scot who asked the minister if a substantial contribution to the Kirk might improve his chances in the hereafter. "I dinna ken," said the conscientious minister, "but it would make a grand, interesting experiment."

In view of the discussion of our topic on the first day, particularly of the word general I was interested to look up the definition

of "general education" given in Higher Education for American Democracy, the report of the President's Commission on Higher Education, published in 1947. I shall quote it without comment. "General education is not sharply distinguished from liberal education; the two differ mainly in degree, not in kind. General education undertakes to redefine liberal education in terms of life's problems as men face them, to give human orientation and social direction, to invest it with content that is directly relevant to the demands of contemporary society. General education is liberal education with its matter and method shifted from its original aristocratic intent to the service of democracy. General education seeks to extend to all men the benefits of an education that liberates."

In talking about the Conference, I shall not spend too much time on the accomplishments. These are many; they are striking; they emerged particularly clearly in the last session and I am sure that they will be noted in the report. But let me refer to a few.

If anyone had the least doubt about the wisdom of joint NUEA AUEC discussions these must have soon dissolved. While the Conference was proceeding a visitor would have been hard pressed to pin a NUEA or an AUEC button on any speaker from what he was saying. (I know because I tried.) In the last hour, speaker after speaker noted the agreement, the similarities, the common experience, the allied interest, the shared objectives. We were impressed with what bound us together and not at all thrown off stride by differences. This has been given tangible and effective expression in the new working arrangements

already begun at the Conference.

May I digress at this point to say that such an achievement was no surprise to me. What sometimes does astonish a visitor are the countless divisions that you have. Seemingly, as soon as a group of Americans reach agreement on any idea they institutionalize it with an elected board, letter head, constitution and all. De Tocqueville was interested in this tendency and it would be fascinating to know what he would make of it now. But, and few Americans seem to understand the significance of this fact, the United States is also the originator of the continental as distinguished from the ideological political party. Almost everywhere else political parties are built on some political or social idea or system which is shared by the believers but which tends to exclude all others. But, while your two parties do display some differences, both of them are hospitable to and manage to contain wide disparities in belief. It is a truism that the beliefs of one Democrat may show much greater contrast with those of another Democrat than do the two party "platforms". Some have even argued that you can measure the health of a political party by its tolerance of divergence. Without debating this proposition, it does seem apparent that there is enough health in American adult education so that apparent incongruities can be welcomed, and that all the divisions may live and move forward together. You have made many notable gains of this kind in the past five years, not the least of which was at this Conference.

I am sure that at many points in the Conference we were again impressed with the value of the service provided by the Center. Most

of us at one time or another have talked or dreamed about having a unique brotherhood that can take time to think systematically about things that receive our occasional attention, or a flying-squad that can bring adequate staff resources to the point of greatest need, or a work-gang to try out methods that need fuller demonstration. We have always needed such a service. To a heart-warming degree the CSLEA is it. For this we are grateful. But how to go further? Can the influence of the Center be spread? Are other Centers or a new kind of Center needed for the purpose? It is much easier to ask the question than be confident about the answer. But while I would foresee both an extension and deepending of CSLEA influence, my guess is that one Center will not be enough. At any event, one can hope that the focus of CSLEA will not be blurred as it reaches out to give wider service.

One of the things about the Conference that cheered me most may appear rather trivial. It is that a certain amount of confusion, apparent contradictions and unresolved difficulties not only were present but were tolerated. Not accepted as a final, decisive defeat but rather as problems with which we can live and from which we may learn. It was surprisingly rare to hear dark-or-light assertions about credit opposed to non-credit, or the individual against the group, or general education against job-training and other such simplifications. Adult education has suffered, it seems to me, from the inability of some of its practitioners to brook anything but crudely simple formulas. Our movement has too often resembled the

early days of Television (alas, still with us) when every hero was seen astride a white horse while the "bad guys" rode black.

Christopher Fry once wrote:

> We have given you a world as contradictory
> As a female.....
> Glittering with conflicts as with diamonds
> We have wasted paradox and mystery on you
> When all you ask for is cause and effect.

It was apparent in this Conference that we are beginning to be at home with paradox and yet may learn to live with mysteries, stimulated by them, not cowering in dread.

Considerable information was also provided and several insights emerged or were freshly sponged off. There was Cy Houle's deceptive paper. (I say deceptive advisedly because it appears so clear and simple and yet every re-reading gives a little more of Houle's meaning.) There was Dr. Storr's lucid account of how modern universities have accepted and discharged their public responsibilities and how concepts about this have changed and are changing. We were impressed again with the social role of foundations. Perhaps we learned a little more about the differences between youth and the autonomous adult, or at least how to interpret this difference to our colleagues in ways that will help them understand our work. The account of the program at Brooklyn College was a useful bi-product for it must have stirred our imagination to think of other ways that adults can be aided to further intellectual exploration.

On several occasions we were reminded that with some topics we can just go so far in conferences and seminars and, beyond that mark,

hard and patient research are needed. At many points we felt the need of systematic, critical thinking; that we have depended too long on hunches and sporadic interchanges of experience. In earlier days much of the artistic life on this continent was provided by the "Sunday painters" who were obliged to follow other pursuits six days a week. Only the rare genius and no great art movement has ever flourished in this way. In like manner some of the impediments that we encounter will only yield to persistent and relentless enquiry.

However, there is a pitfall here into which most of us may fall from time to time. Whenever we bang up against a tough problem we are somewhat inclined to back away from it in alarm, excusing ourselves by saying that research is necessary and then trying to forget all about it and acting as if the problem were not there. In our occupation a shout for research can become the sacred, approved way of doing nothing much, somewhat as some governments resort to committees and commissions.

At most conferences I find that I am absorbed as much by what isn't said as by what is. By what is left out. Perhaps these omissions are irrelevant, perhaps had there been more time the seeming gaps would have been filled. But, for whatever value it has, here is what seemed to be missing.

First of all there was very little attention paid to the arts. Oh, they were mentioned now and then. But the wave of the hand often appears like the "back of the hand." I wonder if we really believe that the arts can and do liberate the intellect and human

spirit. Or, as the Harvard Report puts it, "precisely because they wear the warmth and color of the senses, the arts are probably the strongest and deepest of all the educative forces."

Do we look on this as a pleasant myth, useful for occasional intellectual sport but not to be taken seriously?

Or is the matter even more serious? It is easily demonstrated that many who have been brought up in an academic and book-centred tradition never escape a gnawing antagonism for the gadgets and accessories of the "mass media", and maintain a profound distrust of the purposes that these media may serve. Is there a similar scarcely-veiled suspicion of the Arts?

We have had men of science and men of letters working at our side and sharing their insights with us. How often have we invited the collaboration of the artists?

I keep wondering about Stratford. Here is a small Canadian town that, on the surface at least, had no different assets than thousands of other such towns, except for its name. A young newspaperman began to dream of another Stratford and about what the power and beauty of great plays could do for his people. After several false starts he managed to get the support of a few community friends - a chemist, a minister, a hardware salesman, two housewives. They made some appalling blunders but somehow kept at it and attracted a few more townspeople to help. More by luck than good management Guthrie, the eminent Shakespearian producer from England, visited them. Bluntly he warned them that if they wanted to make some money they ought to

hire a "girl show," but if they wanted to present Shakespeare there was only one way to proceed. That was to do it better than it was being done anywhere else and this would cost a great deal of money and enormous effort. Once the Committee had recovered from this shock they still decided to go ahead. After many crises, and tribulations and after making countless errors, and giving great devotion, they have been able to present annual Shakespearian festivals. If these are not the finest plays to be seen it is still the most exciting drama that I know of on our continent. The project has altered and enriched the lives of scores of people, in Stratford and out, who have had some part in the adventure. Last summer Mary Osman of the Fund for Adult Education asked a gardener in the Stratford park where to find Shakespeare's bust. "Lady", he replied, "in this town Shakespeare ain't no bust. But if you are looking for his statue it's down that way." The point of all this is that a committee composed of the "butcher, the baker, the candle-stick maker" with the collaboration of some artists, have supplied a liberal education of many dimensions for many people. The question I keep asking myself is, what differences, what additional values or what limitations would the project have if organized, let us say, by an extension department.

Another omission, or so it seemed to me, was that of languages in general education. This was filled in part by Max Goldberg of the College English Association but I am thinking particularly of foreign languages and how the mastery of one sharpens perception and sensibility. I wonder if we give this sufficient attention in North America. I must confess that I have long erred in this respect

myself and also was oblivious of the extraordinary strides that are being taken in modern language departments in investigating communication and learning. With my new enthusiasm, I am even rash enough to predict that we may achieve as much understanding about the processes of learning from the work of language specialists as we have recently gained from those who are studying group behavior.

In our consideration of general education we talked very little about facilities. I don't recall any mention of the value for liberal education of living and studying together in a place designed for "residence education." Eight European countries have made more progress in this respect than either Canada or the United States. Our European colleagues are almost unanimous in their belief that residence schools provide a setting and a total experience that is particularly valuable for liberal education. It will be useful to learn more about the experience of the University of Syracuse with its three, recently acquired country estates and the other residence schools in which liberal education is fostered.

Some attention was given during the Conference to the use of the mass media in liberal education but, while television was eyed with some approval, we seemed to have forgotten all about poor old radio. Actually, as we well know, for music and a great deal of speech and drama, radio is a superb instrument, and perhaps more effective than its mate. There is another factor which deserves our attention. With TV attracting the gigantic audiences, radio can now be used to serve a variety of substantial, although minority, publics. We can now

press for our kind of programs on both local stations and the networks and at choice evening hours.

Not long ago I heard Jacques Barzun, Robert Hutchins and Clifton Fadiman talking informally about what is an educated man on a program called Conversation.. This was on a network at 9:00 P.M. I am told that this program is beginning to attract a sizable audience. But two years ago, perhaps even last year, such a program would never have had a chance to be heard. As Dean McGhee put it, maybe we should be getting ready for "Radio's Third Chance."

I also found it somewhat surprising that little consideration was given to what other agencies can and should be doing about general adult education. It is difficult to be clear about the university's special role if no account is taken of the other partners in the enterprise.

I seem to have missed one other matter. I don't remember many references to how liberal education might permeate professional and vocational education. I am aware that this was not the subject of our Conference and perhaps the omission was deliberate. Moreover, we are becoming increasingly aware that liberal education, regarded as a gimmick, is itself being used as a vocational talisman or meal-ticket. But it is no solution to recoil from this treachery; we must try to understand the perversion so a remedy can be designed. This whole question is difficult and complex and perhaps we are a little daunted by it. It may be of value for us to look into a study by

the National Institute of Adult Education, in London, to be published this May or June.* The study has to do with liberalizing trade and technical schools and it suggests that there is much more glower than power in the opposition. At the beginning, the investigators were solemnly warned by everyone that any tinkering with the curriculum would be fought by administrators, teachers and students all drawn up in a solid phalanx. But, to their surprise, the investigators soon learned that there was no determined opposition among administrators, that many teachers were eager for change and that students might also relish it.

Upon scrutiny, the real guardians of the present system turn out to be an inflexible time-table, and the examining authority. This study while far from complete, does suggest that we ought to question all our assumptions about difficulties in our way.

Leaving the omissions for a moment, I was puzzled by three matters that did receive some mention.

Two or three of the small groups talked about the selection and training of teachers for adult education. But there seemed to be a strange kind of reticence on this subject. As far as I know, none of us have balked very long or looked shy when we were asked for help in training leaders or teachers for almost any subject, field or occupation. But what about our own field? Why are we so diffident, so cautious in our approach? Are we not sure enough of the skills and capacities needed? Are our competencies the kind that must be caught

* Footnote reference to the publication we are distributing over there.

not taught, or come about only as the result of slow growth? Do we feel that our service is not valued sufficiently so that anyone will undertake preparation for it?

This is such a crucial matter and there is so much unresolved confusion that it might be well for the Center, and other centers, to give it more direct attention.

On a few, but fortunately rare occasions I had the strange, uneasy feeling that "this is where I came in," and that I had heard the discussion many times before. Many people have pointed out that one of the curious things about man is his trick of taking some valuable insight or idea and gradually turning it into a kind of magical formula. There are countless ancient and modern examples of this. I sometimes wonder if we are developing a set of incantations to be memorized and repeated, sans understanding, by adult educators. It is certain that constant repetition of words with little thought about significance soon becomes a block to meaning. Several years ago a man setting out for a conference expressed doubt about his knowledge and understanding of adult education. One of my colleagues told him "Don't worry about that, just give a whoop about the 'grass roots' or shout 'we gotta start where people are' whenever there is a lull and no one will ever know the difference." We probably need to look back from time to time and deepen our understanding of first principles, but not by chanting together as in Orwell's Animal Farm. George Barton's essay, and the demonstration put on by the CSLEA staff, did open up several fruitful possibilities of having a fresh look at basic ideas.

Several times in recent years, and again at this conference I have noticed that the topic of "community service" brought on a discussion that, while animated, did not seem very rewarding. Invariably the discussion seems to turn into a debate and at the conclusion we seem to know more but understand less than when we started. I am puzzled by this. Is there a real conflict here that deserves sustained attention? Is the conflict unreal, as it sometimes seems? Are we beginning to work through to an appreciation and synthesis of different points of view? Perhaps this also is worth some attention by the Center.

One more observation and I am done. It is my most vivid impression but I must confess that I do not know what it means. Perhaps no visitor can.

All throughout the Conference I was becoming increasingly aware that adult education in the United States is "coming of age." The enrollments are already staggering, the number and quality of staff seems to be rising steadily, facilities are vastly improved, programs are better planned. Future requests for courses and service from farmers, labour, business, community organizations and governments, many times greater than the present, can already be seen. What the pioneers in adult education could only hope for or dimly discern is already coming to pass. It may take a few decades to work out but it is coming; it is already here.

Now one might expect that the phenomenal present growth and the certain future advances would bring a glow of satisfaction. There

are great days for adult education. One would anticipate a mood of buoyancy and enthusiasm. But I didn't note any boisterous self-confidence at Chicago. No one talked about "doing the incredible today, the impossible takes a little longer." The Conference tone was sober. Problems are burdens were more often talked about than opportunities. What does this mean? Does this cautious, questioning approach spring from a secure but hard-headed, healthy realism? From people who know where they are going and who are marking the obstacles so that no feet will falter or slip as barriers are being surmounted? Or does it come from self-doubt and pessimism? Or fatigue?

On the Friday of the Conference, Hanson Baldwin was writing in the New York Times about a similar phenomenon. He said, in part: "We have been overcautious and have shown a lack of self-confidence when we should have been firm and bold. Americans have always been 'wishful thinkers' but in previous decades this lack of realism took an optimistic tone. In the last twenty years pessimism and lack of confidence have been substituted for the optimism of the past."

European visitors to the United States have been puzzled by this. They seem to find more fear of war, or disaster, or moral collapse in America than in more vulnerable countries elsewhere. One of them, a Scandinavian, wrote me recently, "I can't understand this. Their cause is just, they have unbelievable power and have performed many of the tasks of world leadership with good sense and moral wisdom. But they seem so afraid that they will, as they say, 'be caught with their pants down.' Why don't they 'keep their shirt on?."

Is there any parallel between Mr. Baldwin's comment and the general tone or climate at the Conference?

Of course the problems are real enough and most of them are not new as Dr. Oppenheimer pointed out in his address at the Columbia University Bicentennial. I expect that he was talking to all of us and for all of us in this speech.

> "There has always been more to know than one man could know; there have always been modes of feeling that could not move the same heart; there have always been deeply held beliefs that could not be composed into a synthetic union. Yet never before today has the diversity, the complexity, the richness so clearly defied hierarchical order and simplification, never before have we had to understand the complementary, mutually not compatible ways of life, and recognize choice between them as the only course of freedom.....
>
> "This is a world in which each of us, knowing his limitations, knowing the evils of superficiality and the terror of fatigue, will have to cling to what is close to him, to what he knows, to what he can do, to his friends and his tradition and his love, lest he be dissolved in a universal confusion and know nothing and love nothing.....
>
> "This cannot be an easy life. We shall have a rugged time of it, to keep our minds open and to keep them deep, to keep our sense of beauty and our ability to make it, and our occasional ability to see it in places remote and strange and unfamiliar; we shall have a rugged time of it, all of us, in keeping these gardens in our villages, in keeping open the manifold, intricate casual paths, to keep these flourishing in a great open windy world; but this, as I see it, is the condition of man; and in this condition we can help, because we can love, one another."

PART I

THE PURPOSES OF THE CONFERENCE

INTRODUCTION

Since its inception in the fall of 1951, the program of the Center for the Study of Liberal Education for Adults has had three major focal points: the improvement of curriculum materials and teaching methods for adults; the development of leadership within the field of university-level adult education; and the improvement of communication among the various individuals and agencies concerned with the liberal education of adults in colleges and universities. Implementation of these goals has been achieved in many ways. Some of these are: experimental discussion materials, publication of Notes and Essays, support for experimental activities, seminars for faculty members, and conferences with administrative leaders in university adult education.

In January, 1953, in response to a request by the executive committee of the AUEC, the first of a series of annual "Leadership Seminars" was held in Chicago for officers, directors, and key committee members of the AUEC and the board of directors of the Center. This conference on "The Purposes of the Evening College" was concerned primarily with the goals of the evening college in the larger context of the demands of our modern society. This conference laid the groundwork for subsequent experimental activity by individual institutions and the Center in curriculum development, programming, improvement of instruction, and development of theory about education "explicitly for adults." The impetus of the conference is still being felt as it pervades the Center's on-going program of inquiry and experimentation.

But leaders in the field of adult education cannot live by theory alone. They are also practical men concerned with the daily problems of administering complex educational enterprises which take many forms and which require down-to-earth reapproachment of theory and practice. For this reason the second AUEC leadership conference called by the Center a year later in May, 1954, was devoted to a consideration of the problem of strengthening the evening college movement and developing a sound framework for the implementation of theory discussed at the first conference. The participants obligated themselves to come up with a series of action recommendations about such matters as research, leadership development, community relations, and relations between the AUEC and other adult education groups.

At this meeting particular emphasis was placed on the need for action to improve relationships with other collegiate groups having administrative responsibility for handling the same kinds of problems as members of the AUEC. Most prominent among those agencies mentioned was NUEA, approximately one-third of whose member institutions also hold membership in AUEC. Since both NUEA AND AUEC are concerned with many common problems, it was strongly recommended that an effort be made to bring together representatives of both organizations for the purpose of sharing ideas and building a closer working relationship.

Early implementation of this recommendation was made possible when representatives of the executive committees of the two organizations met in the fall of 1954 to plan a spring conference of their respective leaders, co-sponsored by NUEA, AUEC, and CSIEA. Participants were to include:

AUEC officers and Executive Committees

NUEA officers and Executive Committees

Some members of committees which exist in both organizations

Some university presidents from universities extensively engaged in adult education

CSIEA Staff

Speakers, Consultants, and Resource Persons

Participant-Observers from Foundations with Special Interest in Adult Education

This, then, is the context within which the third annual leadership seminar was developed. After consultation with their respective executive committees, the presidents of NUEA and AUEC conferred with members of the staff of CSIEA. It was decided that the theme of the conference was to be: "The University's Responsibility for The General Education of Adults." The conference assumptions and purposes were set forth by John B. Schwertman, the Center's director.

PURPOSES OF THE CONFERENCE

"Although schools of law, medicine, education, commerce, journalism, engineering and others frequently offer evening and extension courses, by and large the activity identified as adult education in the university is administered by an extension division and/or an evening college.

"Furthermore, while deans of these other schools may be professionally committed to adult learning needs and interests, this commitment is largely an occupational one.[1] These deans are not primarily interested in the general education of adults.

"It would be logical to assume that in the university it is the arts and science divisions that are interested in providing for adults the kind of general educational experiences that are commonly understood to be rooted in the vast and resourceful world of the liberal arts. But this is not the case. What then is the role of the liberal arts dean in all this?

"It is true that liberal arts deans "service" extension divisions and evening classes by providing instructors and courses, and in some cases they offer graduate work and seminars for adults who are specialists. But in a curious way, even in these instances liberal arts courses,

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[1]This statement would require but little qualification. For example, Harvard University's Nieman Fellowships, its programs for labor leaders, some aspects of its graduate program in Education, and to some extent the Harvard Business School's Advanced Management Program, have aims broader than occupational ones. Curiously, however, Harvard does not talk of these activities as adult education; as an activity, "adult education" is given rather modest treatment by a Commission on Extension Courses."

which in theory oppose vocationalism, in practice actually become a kind of vocationalism themselves. These courses help the degree student to his B.A. as a "meal ticket," or the graduate student to further specialized pursuits that are usually connected with technical or professional advancement.

"Thus the sometimes maligned extension or evening college dean in an important sense is currently in the position of offering the only real leadership for general education for adults. He is the only one likely to meet all three of the following criteria:

- Recognition of adult education, by that name, as a legitimate function of the university;
- Systematic attention to the educational needs and interests of adults; and
- Commitment to general education for adults, as well as commitment to education for occupational or professional purposes.

"In fulfilling this responsibility the extension deans and the evening college deans enjoy help from an identity with two influential national organizations — the Association of University Evening Colleges (AUEC) and the National University Extension Association (NUEA).

"The NUEA is older and in some ways better known; each organization has approximately 100 institutional members, the AUEC being slightly larger due to a recent spurt of growth and activity; one-fourth of the AUEC institutions also belong to NUEA, and one-third of the NUEA institutions also belong to AUEC; in some institutions the same dean or director administers both the extension and the evening college program.

"The AUEC and NUEA share a number of problems in common: relation-

ships with day divisions concerning academic standards; the problem of status within the university system; multiplicity of demands from community groups, often partisan ones; problems of faculty selection, curriculum planning, adult counselling, promotion (especially how to offer so-called "cultural" courses without substantial financial risk; and administrative difficulties, including how to make tuition equal direct costs when other university deans are not required to do so.

"But in terms of total institutional membership, NUEA and AUEC can be said to <u>differ</u> from each other in a few important ways:

1. AUEC programs are likely to operate on-campus or at a downtown center, whereas NUEA programs are likely to operate off-campus or in extension centers more remote from the parent institution. This "physical distance" factor creates some different dimensions to common problems.

2. NUEA programs are more likely to operate in rural or small town locations, while AUEC programs are almost entirely operated in the larger urban areas. This difference has important implications for community relationships and adult needs.

3. It is probably true that in the main a larger proportion of AUEC offerings are tied to regular credit programs than are the offerings of NUEA institutions. Thus, there is probably some degree of difference in the evening college dean's relationships with academic departments.

"What, if anything, does the foregoing comment add up to?

"At least this — <u>at present the NUEA and the AUEC represent the best hope of providing effective leadership for the General Education of adults at the university level</u>; and

<u>because of overlapping membership, problems, and interests, it appears desirable for the two organizations to establish a more effective, co-operative working relationship.</u>

"Therefore, AUEC, NUEA, and the Center for the Study of Liberal Education for Adults decided to sponsor this National Conference on "The University's Responsibility for the General Education of Adults."

This Conference will have the following purposes:

1. TO PROVIDE AN OPPORTUNITY FOR THE NUEA AND AUEC LEADERS TO GET TO KNOW EACH OTHER BETTER AND TO DISCUSS MATTERS OF MUTUAL INTEREST;
2. TO BASE THE DISCUSSION ON AN EXAMINATION OF THE SEVERAL MORE IMPORTANT SOCIAL TRENDS, AND THE NEED TO TAKE A FRESH LOOK AT THE UNIVERSITIES' RESPONSIBILITY FOR GENERAL ADULT EDUCATION IN THE LIGHT OF THESE TRENDS; and
3. TO BLOCK OUT IN BROAD BUT SPECIFIC TERMS HOW IN THE FUTURE THE TWO NATIONAL ORGANIZATIONS MIGHT MORE EFFECTIVELY COOPERATE IN MAKING THE AMERICAN UNIVERSITY A STRONGER FORCE FOR THE ACHIEVEMENT OF A MORE INTELLECTUALLY MATURED AND RATIONAL ADULT CITIZENTRY.

PART II

"CURRENT SOCIAL TRENDS"

Their Significance for Institutions and National Organizations Concerned with the General Education of Adults

A

THE "SOCIAL TRENDS" DATA

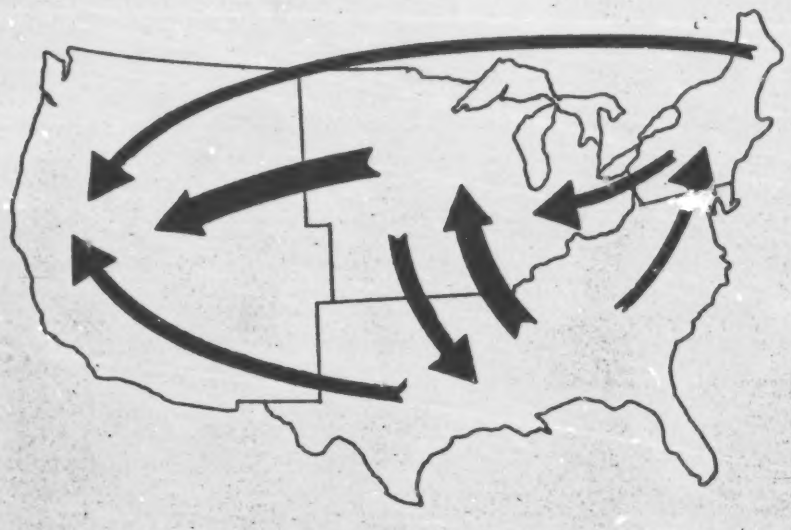
PEOPLE—AND THEIR DISTRIBUTION

To understand the community we need to know something about the raw material of which it is composed, its people: their age and sex—racial and national characteristics—educational level—mobility—where they came from and where they are going.

TREND ONE—HOW YA GONNA KEEP EM DOWN ON THE FARM . . .

In 1790 about 95% of the population was rural, today only about 40%. The cities are growing about three times faster than the rural population.

MIGRATION OF POPULATION



"Migration" is not only a process of movement by people from one place to another, but also the transmission of cultural traits and ideas. When a people becomes mobile, it carries with it its old culture and creates both a migration and a culture drift. The old migration from Europe to the U.S. is over, down to one million during the last decade; the modern migrant tends to be a proletarian, an industrial or agricultural worker, who seeks his fortunes among strangers, and arrives "culturally denuded."

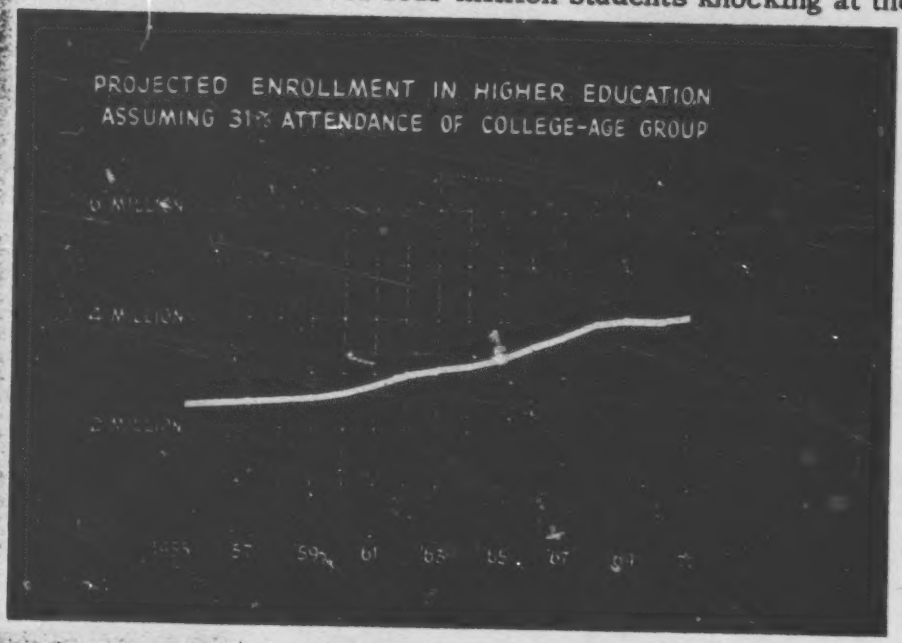
TREND TWO—WE HAVE MORE PEOPLE. . . .

More infants are being born (in some sections an increase as high as 200% since 1933) and fewer of them are dying (infant mortality dropped from one-out-of-ten in 1915, to 29 out of a thousand in 1950).

For educators, some aspects of this trend have particular and partly painful relevance:

Item: A large bulge in the 0-5 age group in the postwar period
Item: During the last 50 years the number of students enrolled in higher education has multiplied 10 times
Item: The proportion of students of college age who actually go to college can be assumed to continue increasing.

If only the one-third of our youth who now attend college do so in 1970, there will be over four million students knocking at the gates.



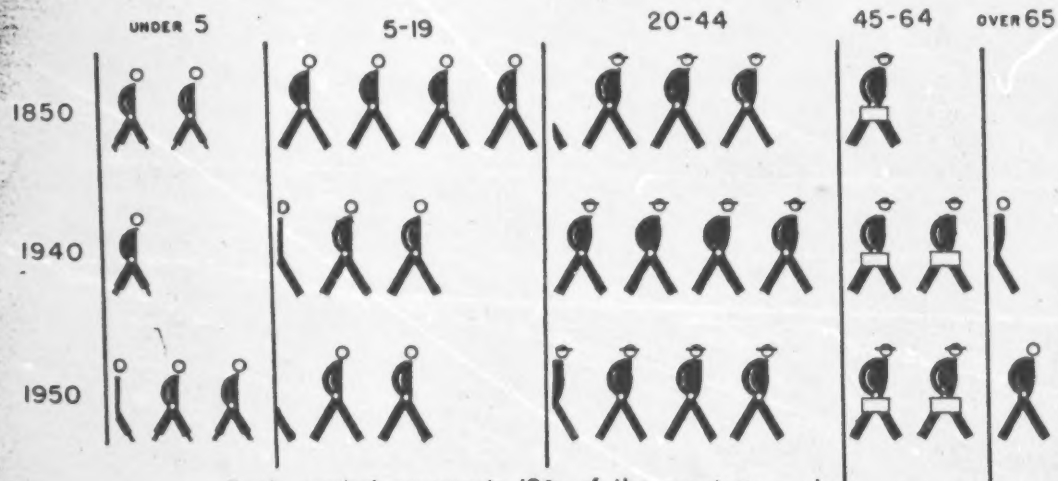
TREND THREE—. . . AND THEY ARE GETTING OLDER.

Closely connected with the increasing birth rate has been an increase in life expectancy. In 1900 the average male could expect at birth to live to the ripe age of 48; in 1950 he could look forward to 66 years (add five more years for the more deadly specie).

The steady drop in the percentage of the group of five-to-nineteen year olds may well be reversed by the phenomenal increase in the post-World War II birth rate. There is little reason to expect that the increase on the other end of the age scale, the 45-64 year oldsters,

will stop its steady rise. Ten per cent of the population in 1850, they are now 20% of a much larger population. In the same span of 100 years, the 65-and-over group grew from 1% to 7% of the population.

OUR AGEING POPULATION



Each symbol represents 10% of the population

With this increase has come a gradual development of self-consciousness among older people. "Golden Age" and "Plus Forty" groups have sprung up all over the U.S. Some of this consciousness has been channeled by a few universities, which have recognized a desire for a retirement and an old age which is more than merely vegetative.

There are now more than 14 million persons 65 and over. By 1970 there will be 21 million—more than 12% of the total population. It is the second fastest growing segment of the population—with a net gain of 1,000 a day.

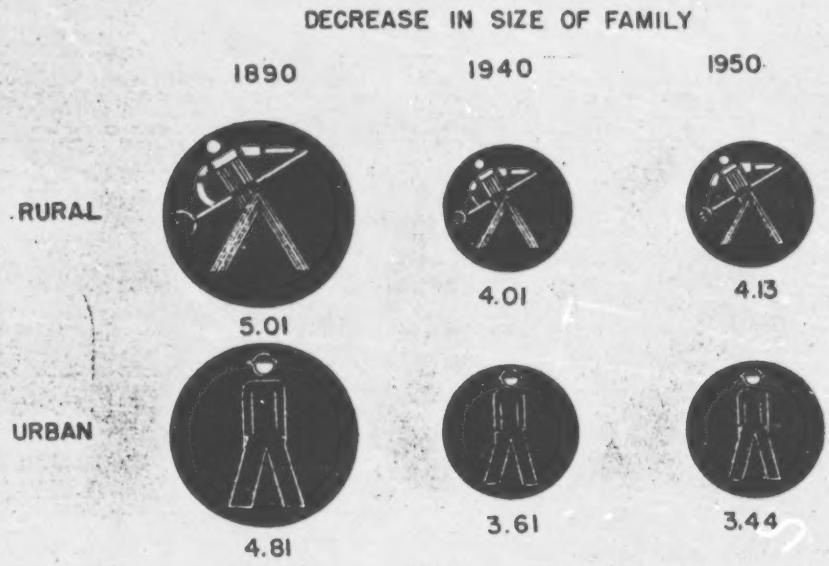
TREND FOUR—"JUST MOLLY AND ME, AND BABY MAKES THREE. . ."

With increasing urbanization has come the smaller family. Urban areas now have 3.44 children per family to the rural area's 4.13 per family.

It is a different kind of family, with different problems. Item: "Children are being more and more regarded by young middle class couples as a symbol of romantic consummation . . . the child is then considered more in terms of his being a product of wedded egos than of having an integral place of his own in a family unity. Also, as parents no longer secure economic good and security from

children, the affectional element is stepped up to give the parents a reason for having children."

Arnold W. Green, "The Middle Class Male Child and Neurosis," from Class, Status and Power; Bendix & Lipsent (ed.).



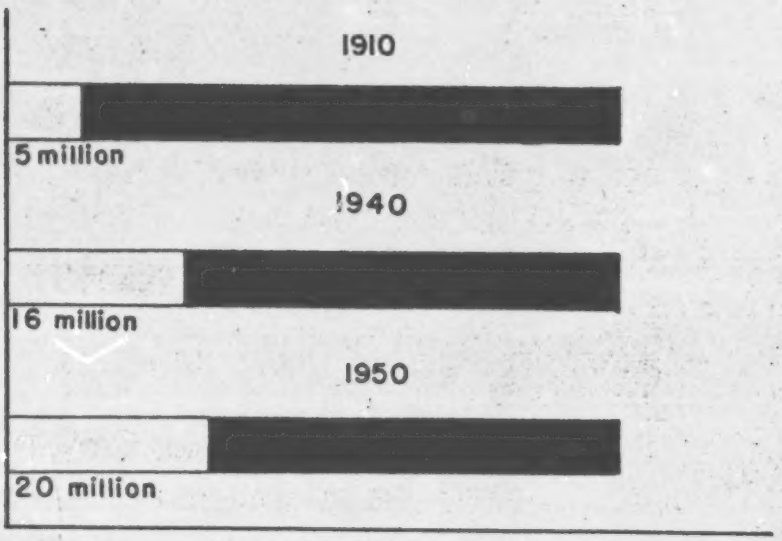
TREND FIVE—WHITE COLLAR: GROWING, FRAGMENTED, DEPENDENT . . .

The most drastic change in the U.S. working force has been the staggering increase of white collar workers. Their proportion to the total work force almost tripled from 1910 to 1950 (14% to 36%) and their actual numbers quadrupled (to 20 million).

The most serious chronicler of the rise of the white collar mass says of them: "The white collar people slipped quietly into modern society. Whatever history they had is a history without events; whatever common interests they have do not lead to unity; whatever future they have will not be of their own making. . . Internally, they are split, fragmented; externally, they are dependent on larger forces. Even if they gained the will to act, their actions, being unorganized, would be less a movement than a tangle of unconnected contests. As a group they do not threaten anyone; as individuals, they do not practice an independent way of life."

C. Wright Mills, White Collar

GROWTH OF THE WHITE COLLAR GROUP



TREND SIX—SUBURBIA: NATURAL BREEDING GROUND FOR CONFORMITY?

In the U.S. at least, centralization seems to breed de-centralization, urbanization creates sub-urbanization. The dwellers in the "urban fringe" are classified by the census takers as "rural non-farm" and now outnumber the farm population by four million. In the period from 1930-1940 the movement to rural areas around cities increased twice as fast as the growth of urban population itself. The current wisecrack in New York is that only the very poor and the very rich can afford to live in Manhattan Island.

Item: Not long ago the editors of Fortune, after elaborate and careful calculations, estimated that as many as nine million people have moved to the suburbs of American cities since 1947, and that as a result there are now thirty million suburbanites in the United States; a record number, and by a large margin. The growth of Suburbia, said the editors, "is portentous even in a country accustomed to talking of growth in superlatives.". . . And they (the suburbs) are not only built for people who, for the time being at least, are on one economic level—the incomes range mostly from $4000 to $7000 a year—but are occupied by people, who again for the time being, nearly all belong to the same age-group. The passage of years will undoubtedly modify somewhat this latter peculiarity; but at present these new suburbs combine segregation by income level . . . with a segration by age group, which has become at least a temporary feature of much

recent mass housing. A firm believer in diversity . . . must wonder if these larger new suburbs can escape being natural breeding grounds for conformity.

Frederick Lewis Allan, "The Big Change in Suburbia," Perspectives USA #9.

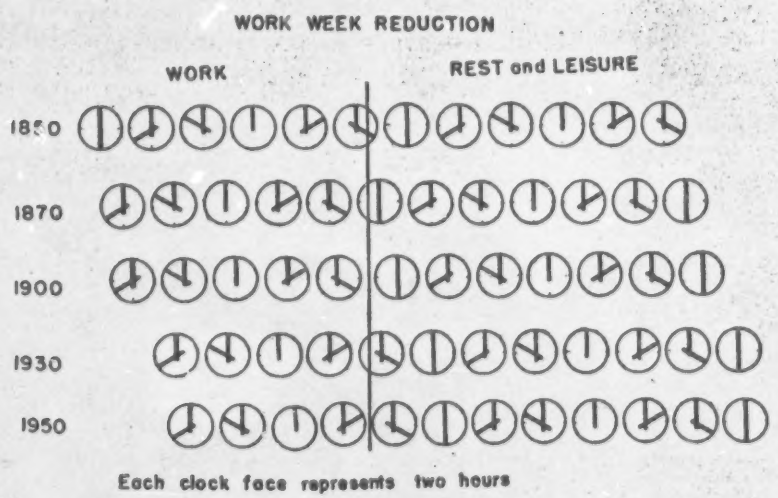
INSTITUTIONS—THE SOCIAL WEB

No man is an island, and because he lives with others he organizes his relations with them into institutions: economic, political, religious, educational and recreational. Some of these institutions are highly and formally organized, built on layers of legal requirements and restrictions; the family is a good example, as is the corporation. Other institutions are very loosely organized; special interest groups, pressure groups, associations, and so on, which depend on individual loyalty and motivation to hold together.

The way in which a community and a nation organize its economic relationships penetrates, and often underlies, most of the other institutional structures. Some of the most important developments that have deeply affected community institutional life in the past 50 years have occurred in the economic, technological base.

TREND ONE—WILL THE DEVIL FIND THINGS FOR IDLE HANDS?

The growing specialization of labor and the introduction of labor-saving machinery have shaved the work week from 60 hours, in 1890, to 40-and-a-half. The five day week is almost universal. In a society which developed out of a stern Puritan ethic, the resulting increase in leisure has often proved more of a problem than the blessing it appears to be. Larger and larger numbers of people face the problem of finding gratifying ways of using leisure time.



Item: "The split of work from leisure and the greater importance of leisure in the striving consciousness of modern man run through the whole fabric of twentieth century America, affect the meaningful experiences of work, and set popular goals and daydreams. Over the last forty years, Leo Lowenthal has shown, as the "idols of work" have decline, the "idols of leisure" have arisen. Now the selection of heroes for popular biography appearing in mass magazines has shifted from business, professional, and political figures—successful in the sphere of production—to those successful in entertainment, leisure, and consumption. The movie star and the baseball player have replaced the industrial magnate and the political man. Today, the displayed characteristics of popular idols "can all be integrated around the concept of the consumer." And the faculties of reflection, imagination, dream and desire, so far as they exist, do not now move in the sphere of concrete, practical work experience."

C. Wright Mills, White Collar

TREND TWO—400,000,000,000 PASSENGER-MILES A YEAR . . .

As industrialization and specialization increased, more people have had opportunity to travel, and more money to use on transportation. In 1950 we traveled 32 billion miles by rail, 398 billion miles by auto, and eight billion miles by air. The most dramatic change was the jump in motor vehicle miles from 300 billion in 1940 to almost 400 billion in 1950.

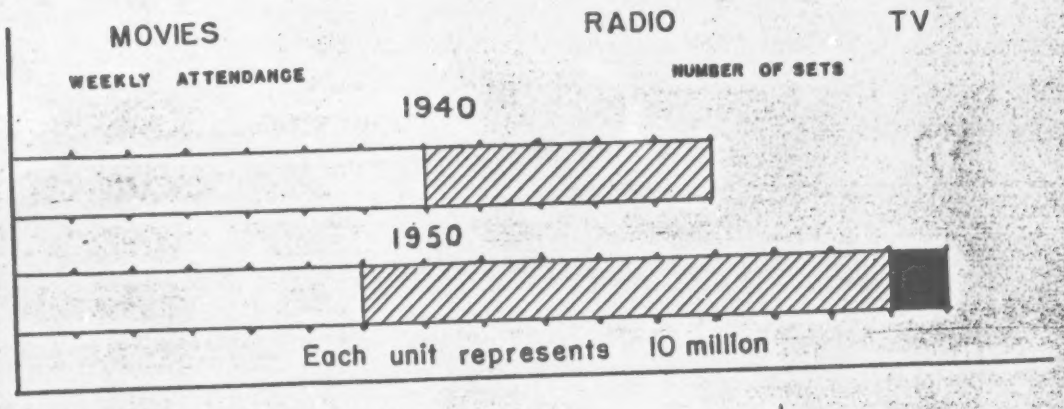
OUR TRAVELING POPULATION

TREND THREE—POLONIUS: WHAT DO YOU READ, MY LORD?
HAMLET: WORDS, WORDS, WORDS . . .

The amount of talk we send through the mail and over the telephone wires has overtaken by far our growth in population (since 1900 a jump of ten times the amount of mail carried as against a population increase of 2 1/2). In the absence of figures, and in view of the universal opinion that we are all such poor correspondents, one assumes that the vast majority of mail carried is the activity of a business society sustaining itself.

The most startling growth in communication, and perhaps the most far-reaching educationally, is the increase in television sets from 8,000 in 1945 to 10 1/2 million in 1950. Since 1950 that figure has probably doubled itself. And the tears shed by the motion picture exhibitors are real; weekly attendance at popcorn palaces has dropped from 85 million in 1945 to 60 million in 1950.

GROWTH OF COMMUNICATION



Item: "We recently completed a survey and found that among barbers, beauticians and barkeepers, the average listening time was 21 hours a week. A number of our respondents listened as much as 41 hours a week!"

Edward L. Bernays

Item: "In a television study several years ago on 3,000 cases in the metropolitan area of New York I found a man one afternoon who was looking at a baseball game on a television set. He had a radio beside his chair tuned in to another baseball game, and was reading the sports pages of a newspaper; and his wife was in another room with a different program on a television set. I do not know how typical such frenzy, such animated suspension, is, but there seems to me to be little doubt that it is quite widespread in lesser ways, and perhaps fully."

C. Wright Mills

TREND FOUR—A NEW RELIGIOUS REVIVAL?

In twelve years, from 1930 to 1952, Protestant church membership, as reported by 21 large Protestant bodies, increased to 35 million (about 43%). During the same period Roman Catholic membership increased from 20 million to a little over 30 million (about 51%).

We are still a predominantly Protestant country, but no more so than we have been in the past. Protestants represent 60% of the total church membership of all religious bodies, which is the same proportion they represented at the turn of the century.

The large scale trend to increased church membership may be long range, or may reflect short range causes; no one knows. The trend, however, is clear—people are turning in increasing numbers to established religions of all kinds.

INFORMAL SOCIAL RELATIONSHIPS—THE SOCIAL CEMENT

Apart from the organized institutional structure of the community, but often considerably influenced by it, are the informal relationships which, cluster by cluster, keep 160 million social atoms from acting like atoms. Within this informal structure of neighborhood friendship, corner gang, poker group, and the thousands of other kinds of social clottings, are found informal leaders, opinion formers, people to whom others look with deference or with some confidence; if they can be reached, they form a very valuable source for tapping the needs of the community.

Such informal social groupings and the leadership that goes along with them are probably very much the same as they have always been in American communities. But the relatively new setting of urban and metropolitan life has provided some fresh aspects.

TREND ONE—HOW LONELY IS "THE LONELY CROWD?"

To the social critic who thinks back to the warm solidarity of the rural community, with its many, complex, and close relationships between people, modern urban civilization appears a nightmare of loneliness. The city apartment house dweller is often accused, in shocked tones, of not even knowing the person who lives on the other side of his walls. We can walk our cities' streets for days, seeing thousands of people, not one of whom we know well enough to say "Hello" to. Psychiatrists, sociologists, and artists have developed world-views based on the affects of such isolation on the contemporary individual.

Recent evidence suggests that even our large cities, however, develop some pattern of informal relationships, though the pattern may differ from that of the small, compact, rural or semi-rural community.

A recent study of a middle-sized city found that city dwellers are not quite as anonymous as they are supposed to be:

Item: 85% of the sample group reported at least three, or more, "best friends."
Item: Only 4.5% reported no "best friends."
Item: The majority of these friendships were with people outside the neighborhood.

Item: Local intimacy, that is, with people in the neighborhood, was more likely to be found in the high economic areas than in the low ones; lower income persons, who move more often about the city, tended to have friendships with people outside their present local area.

Does this kind of data invalidate the critics of the city? Not necessarily, but they do pose the question of whether the cities could have persisted as long as they have without some form of interpersonal relationship providing a social cement; and whether perhaps the city provides only a different form of personal contact with support.

TREND TWO—WHO ARE THE JONESES WE SHOULD KEEP UP WITH. . .?

Within the city neighborhoods new sub-systems of social relationships are formed which often seem as rigid as the taboos of a small New England town. William H. Whyte of Fortune had a study done of a neighborhood in Philadelphia to find out who had air conditioning units and who did not. He found that the clusters of units within the neighborhood followed no "logical" pattern.

"Random as these clusterings seem to be they are based on two recurrent factors. The first is what could be called the social traffic . . . This is the pattern of movement within the block; the block, socially, is not the row of houses on either side of the street but on either side of the alleyway. . . . But this social traffic is common to every block. One more factor is needed before a group coalesces—the catalytic influence of a leader."

TREND THREE—THE RULES OF THE GAME

One of the important things that hold people together, as small informal groups and as a national unit, is a common set of values, a common core of assumptions. The establishment of day-to-day interaction would be extremely difficult without them.

Perhaps one of the most important trends in America, and the one to which least attention is paid, is the growing conflict between core values which Americans hold, as the reality of the social setting in which these values are enunciated changes.

"As one begins to list the assumptions by which we Americans live, one runs at once into a large measure of contradiction and resulting ambivalence. This derives from the fact that these overlapping assumptions have developed in different eras and that they tend to be carried over uncritically into new situations or to be allowed to persist in long diminuendos into the changing future. Men's ideas, beliefs, and loyalties —their non-material culture—are frequently slower to be changed than

are their material tools. And the greater the emotional need for them, the longer men tend to resist changes in these ideas and beliefs. These contradictions among assumptions derive also from the fact that the things the mass of human beings basically crave as human beings as they live along together are often overlaid by, and not infrequently distorted by, the cumulating emphases that a culture may take on under circumstances of rapid change or under various kinds of class control. In these cases the culture may carry along side by side both assertions: the one reflecting deep needs close to the heart's desire and the other heavily authorized by class or other authority.

"Wherever, therefore, such dualism in assumptions clearly exists, both assumptions are set down together in the following listing. The juxtaposition of these pairs is not intended to imply that they carry equal weight in the culture. One member may be thrown into the scale as decisive in a given situation at one moment, and the other contrasting assumption may be invoked in the same or a different situation a few moments later. It is precisely in this matter of trying to live by contrasing rules of the game that one of the most characteristic aspects of our American culture is to be seen.

"The following suggest some of these outstanding assumptions in American life:

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2. Individualism, "the survival of the fittest," is the law of nature and the secret of America's greatness; and restrictions on individual freedom are unAmerican and kill initiative.

But: No man should live for himself alone; for people ought to be loyal and stand together and work for common purposes.

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4. Democracy, as discovered and perfected by the American people, is the ultimate form of living together. All men are created free and equal, and the United States has made this fact a living reality.

But: you would never get anywhere, of course, if you constantly left things to popular vote. No business could be run that way, and of course no businessman would tolerate it.

5. Everyone should try to be successful.

But: The kind of person you are is more important than how successful you are.

6. The family is our basic institution and the sacred core of our national life.

But: Business is our most important institution, and, since national welfare depends upon it, other institutions must conform to its needs.

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10. Honesty is the best policy.

But: Business is business, and a businessman would be a fool if he didn't cover his hand.

11. America is a land of unlimited opportunity, and people get pretty much what's coming to them here in this country.

But: Of course, not everybody can be boss, and factories can't give jobs if there aren't jobs to give."

Robert S. Lynd, Knowledge for What?

SOCIAL CLASS AND SOCIAL POWER

Every society ranks people on a scale which entitles them to different degrees of prestige, different amounts of the most highly valued prizes of that society. Sometimes the amount of woodpecker scalps one owns gives one his position; sometimes an ability to go easily into convulsions and see visions; sometimes it takes the ownership of a very long automobile.

The equalitarian traditions still alive in the U.S. tend to make some people reluctant to accept the fact of social class, and differences in social power; although students of the society have not been reluctant to recognize them, they have fallen into sometimes acrimonious dispute about how to study it. Generally the studies have gone in two directions.

Prestige: One way defining class is to regard it as the status which a person has within a fairly well-defined hierarchy. You find this out by asking a great many people who they think is above them, and who below them, who they associate with, and whom they either cannot or will not associate with. "Studies of the prestige hierarchy attempt to analyze the way in which the present stratification of society tends to maintain itself." (Bendix)

Economic power: Another view relates class to the underlying economic organization of a society. People are ranked not by the way other people judge them, but by factual indices such as occupation, income, positions of social and economic influence, and so forth. This view of class often is accompanied by an assumption that, in general, people of the same occupation or income-bracket tend to think and to act alike. "Such studies which rank individuals in accordance with certain external indices may be said to explore the prospects for social change, because they conceive of group behavior as a collective response to a changing environment." (Bendix)

This lengthy introduction was considered necessary because without some sense of the fact that studies referred to often are looking at completely different social phenomena, discussion of the results may be confused.

TREND ONE—. . . BUT SOME PEOPLE ARE MORE EQUAL THAN OTHERS

The nineteenth century American stance of "I'm as good as anybody else" fits very well the casually patterned, rapidly growing frontier

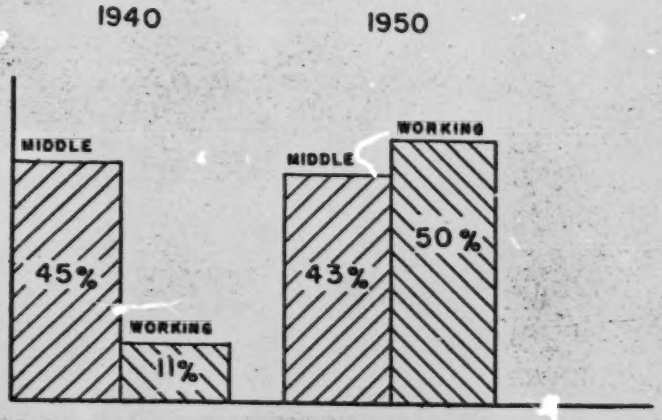
society. Americans have gradually come to recognize the fact of class, and their relation to a class structure.

Item: In a widely quoted survey conducted by Fortune in 1940, to the question "What word would you use to name the class in America you belong to?" 45% of the respondents answered "middle class." Only 5% designated themselves as "upper class," and 11% as "working class." Note that these responses were made to an "open-ended" question that did not give people concrete choices.

Item: In a similar study done nine years later, Richard Centers presented people with a choice of "upper," "middle," "working," and "lower." Given this kind of choice, over 50% classified themselves as "working class," and only 43% as "middle class." These proportions agree closely with the judgments of students who have described American class structure by using indices such as income or occupation.

Apparently, then, Americans are becoming conscious of the existence of a class system, and are fairly realistic about their place in it.

NUMBER OF PEOPLE DESIGNATING THEMSELVES AS MIDDLE AND WORKING CLASS



TREND TWO—THE ICING IS ON THE TOP LAYER

To the person pushing up the ladder of social class mobility in America, the situation has changed. Agressiveness, hard work, thrift and the other straightforward characteristics of the man "on his way up" which used to hold true, have given way to a very complex jockeying in the upper echelons.

Item: William H. Whyte describes briefly and mercilessly the pecking order among executives' wives in a corporation town: "One rule transcends all others: Don't be too good! Keeping up with the Joneses is still important; but where in pushier and more primitive times it implied substantially ahead of the Joneses, today keeping up means just that; keeping up. One can move ahead, yes-but slightly and the timing must be exquisite. "We will have a grand piano," says one wife, "When we are ready for it"—which is quite different from "when we can afford it." Whatever the move, it must never be openly invidious. Perhaps it is for this reason that the Buick is such a preferred car; it envelops the whole executive spectrum and the jump from a Special to a Super, and from a Super to a Roadmaster, can be handled with tact."

William H. Whyte, Is Anybody Listening?

TREND THREE—THE UPPER CRUST IS GETTING SOGGY

Americans have come to realize, too, that in addition to the formally organized part of the community which makes things go, there are also power figures behind the scenes, who make things happen or can block things from happening. Sometimes people think of these power wielders as shadowy figures in a smoke filled room, making secret decisions; they are actually solid pillars of the community, who are convinced that the decisions they make are for the good of the whole, just as one of their eminent counterparts on the national scene firmly believes that what is good for General Motors is good for America. A power structure is a normal part of a democratic community; the question is whether it is getting too concentrated, and whether enough of the community has access to it.

Whatever the answer to that question may be, the character of the power figure is changing. We still have an elite, an upper crust, in the social-prestige sense, but actual social power has tended to move from this group to a new one.

Item: Floyd Hunter, in his study of a large Southern city, asked a large number of knowledgeable people to name power figures in the community, and selected those which occurred above a certain order of frequency. He arrived finally at a group of 40 persons who might justifiably be assigned to the top level of power in the community. Here are the kinds of people they are:

Eleven	direct large commercial enterprises
Seven	direct banking and investment enterprises
Six	are professionals (5 lawyers, 1 dentist)
Five	have major industrial responsibility

Four	are government personnel
Two	are labor leaders
Five	are leisure personnel, that is, they do not have offices or conduct business

TREND FOUR—UNEASY LIES THE HEAD . . .

The calmness and self-confidence of the older ruling class, whose power was grounded on long-term family prestige, or land ownership, has tended to give way, in the new decision-makers, to an uneasiness about the power they wield. Hunter mentions it in his study, and Whyte, in his studies of the new business executive, has much to say about the power overtones of the differences between employer and employee.

Item: "Whatever his (the executive's) origins may have been, he lives in a different section of town, he belongs to different clubs, he has different loyalties—and he has different motivations. He wants job satisfaction, too, of course, but much more than the worker, he thinks in terms—or thinks he does—of economic incentives and competitive drives. Furthermore by reason of his position he is likely to feel a much higher sense of indentification with the corporation and to be more concerned with long range than short range goals. He is, in short, a different man. But this acknowledgement, with its overtones of inequality goes down hard with the American businessman. Indeed, it might be argued that the very obeisance we pay the egalitarian tradition is one of the things that most militatie against the achievement of it. The always-open door, the heavy geniality and first-name calling at the company party, the standing joke with the elevator boy—many an executive sees in these outward symbols of equality the key to good communication."

W. H. Whyte, Is Anybody Listening?

B

HOW "SOCIAL TRENDS" DATA CAN BE USED BY EDUCATORS

THE USE OF "SOCIAL TRENDS" DATA AS A GUIDE TO EDUCATORS

Summary of remarks by Harold B. Dunkel
Professor of Education, U. of Chicago

Mr. Dunkel chose as his example for discussion, the trend which said, "If only the one third of our youth who now attend college do so in 1970, there will be over four million students knocking at the gates."

The first step in working with such data is to recognize them for what they are, with their limitations because of the necessary assumptions on which they are based. Other factors may overthrow these assumptions in the given situation. For instance in this trend, certain factors in the situation make it likely that the percentage in 1970 may be much higher and that we shall have to cope with six or eight million students rather than four million. Other factors on the contrary, may produce a decline in the rate. Though we work with the present rate as a postulate, we must realize that it is only that. Moreover, some factors are controllable. And some trends can be changed!

Second, we must remember that no fact is significant in itself. Statistics on the number of burglaries do not in themselves show whether we should hire more policemen or enrich the curriculum by adding "Burglary 104." Similarly the possibility that we shall have four million college students, may be reviewed as either a glorious opportunity or a calamity. Which it is depends upon the general context of educational principles amid which we consider it. This is the basis of the old saying that one can prove anything by statistics; and this means putting them in the context of principles which give them some relation and meaning.

The basic thesis on which this discussion of trends should be based is found in the quotation, "To know is to be able to make distinctions." That is, each problem has many facets, and people who look at only one facet of a given problem will accept quite a different solution from that of people who confine their attention to another facet. Adequate solu-

tions require taking into account all possibilities. This thesis can be applied to the three interest groups to follow:

First, with reference to "Better Programming" one must look to four different sources for principles:

(1) The student and the society (classed together because social demands become incorporated in the individual)

(2) The potential bodies of knowledge—e.g., the spheres of nature, action, and art

(3) The methods of inquiry and of learning

(4) The knowledge which is the fruit of each inquiry.

The utility of this set of distinctions may be seen in the fact that undergraduate college programs can easily be classified in terms of the source to which they give priority. Likewise criticisms of these programs are usually based on the charge that one source was overemphasized and the other angles slighted.

One example is "experimental" colleges such as Sarah Lawrence and Bennington which started with a heavy emphasis on the interests and drives of the individual student. They have been critized for not having taken sufficient account of <u>social</u> factor's even within source #1 (the student and society) and have been charged with slighting the wealth of educational principles and materials to be found within the various potential subject matters and various methods, and also with ignoring a vast store of knowledge.

With references to sources 2 and 3 above, the College of the University of Chicago directed its program toward the examination of the great fields of human endeavor, the differences between them, and the methods

appropriate to the different fields. This program has, consequently, been charged with losing sight of the demands of the student and society and with slighting specialized and technical knowledge.

Source #4 is represented by the survey course which emphasizes the knowledge now available and which attempts to equip the student with the fruits of mankind's search for knowledge--the survey course is criticized because this knowledge is not related to personal and social needs and because the products of inquiry are so divorced from the materials and methods which produced these results that the results in themselves are meaningless.

The data which the subgroup interested in "Better Programming" will use is heavily weighted toward the student and society. But we must not be content with examining this one source or focal point only. This is the sin of many educational programs. We must see this source in its relations to the others.

As a second possible set of useful distinctions, three perspectives from which problems can be viewed are suggested:

(1) the theoretical

(2) the operational

(3) the moral

These distinctions may be illustrated by three chronological phases in the development of the atomic bomb. To Professor Fermi, in Italy before the war, the problem was <u>theoretical</u>. Is it possible to split the atom and under what conditions? During the war the problem became <u>operational</u>: Can we build and deliver an atom bomb? Eventually the problem became

moral: Should we drop the bomb? Or, having dropped it, what should we do in the resulting world situation?

The approach which the subgroups are about to use in the examination of "social trends data," stresses the operational side of the problem, especially for those of us who are administrators. We see the four million students in 1970 as presenting the operational problems of getting enough space, enough teachers, etc. These problems are very real, but we must also examine the trend from the other perspectives: the theoretical and the moral. In the theoretical aspect, the first set of distinctions should be useful.

Turning to the topic of interest to another subgroup, that concerned with "Better Teaching," it appears that the magnitude of the trend toward four million students tends to make the "operational" problem that of securing any kind of teacher at all. But even brave attempts to improve teaching fall into the pit of considering "the teacher" as the sole facet of the problem. Hence we talk badly about teaching and get lists of the qualities of the good teacher which sound like the points of Boy Scout laws "Trustworthy, courteous, kind, etc." We must make the proper distinctions within "teaching," and "better teaching" will come only from seeing all the facets, and seeing them in their proper relations to each other and the whole.

"Thus "teaching" involves a teacher, who is teaching something, to somebody, in some fashion, at some level, and so on. Data concerning social trends emphasize the somebody, the student. But good teaching for these students will depend upon adequate consideration of the other

factors or facets. Once again we can see the importance of making adequate distinctions and taking account of all the factors by examining the mistakes which result from overemphasis on one and slighting of the others.

For example, it is sometimes asserted that teaching is no different from therapy. But you can go for years to the finest psychoanalyst in town and receive very successful therapy without acquiring a knowledge of Russian or physics. Teaching involves some subject matter outside the self; therapy does not. What the teacher teaches is important. A man may be a good teacher of one subject matter but a bad teacher of some others, or he may teach the same subject well or poorly at different levels.

Similarly, the subject matter may be unduly emphasized and other factors omitted. For example, some teachers cherish the subject matter and ignore the student. Teaching thus becomes Mark Hopkins on one end of the log and the Cambridge Modern History on the other. But the somebody who is taught is important. In large classes at Chicago, we frequently find students struggling to get into a certain teacher's section while other students strive equally hard to get out. Further distinctions among students appear necessary. The teacher who is "good" for some kinds of students may well be a "bad" teacher for other types.

In short we cannot talk about "good teaching" without seeing all its facets and dealing with them. Data about social trends tend to emphasize the student, the one who is taught. Certainly this facet of the problem is important, but it is not unique and must be considered in conjunction

with the others.

Finally, in consideration of the topic of "Better Community Relations," we must remind ourselves that educational institutions today are, in the terms of David Reisman, less "inner directed" or "autonomous" than they once were. The reason is clear: "Inner directed" institutions often suffer decline of enrollment. Consequently, we have a tendency for universities to become "other-directed", so that the least movement outside produces great twitches inside, and everybody is trying to improve "public relations" or "community relations." Educational institutions want to be loved by everybody. But the fate of one who wants to be loved by everybody has been fairly clearly shown in Death of a Salesman. "The public" or "the community" is not homogeneous. The world's oldest profession has had centuries of experience in pleasing a clientele which knows what it wants. Does it have fine public relations? Not with the vice squad, and not with the Watch and Ward Society. But at least the members of that profession are clear about what the business of their institution is. Educational institutions must become equally clear. And in so doing, they must make distinctions and they must make choices. They must decide what sections of the public or community they wish to serve. They must decide how they want to operate with these sections. They must accept the fact that you cannot have good relations with everybody and still stay in business.

Consideration of "social trends" data is important for education. But the curse of education is its tendency to fasten on some single factor to the neglect of all the rest. In any area of thought it is

necessary to get a set of distinctions which shows a number of important factors; if possible, all. Hence, if we are not to be overpowered by the fragmentary nature of our data, we must maintain an awareness of our set of distinctions as a constant reminder, not merely of the particular factor we are dealing with, but also of all the other factors which may be considered along with it.

C

Significance of Social Trends

(1) For Improved Community Relations

(2) For Better Programming

(3) For Better Teaching

Recommendation of Three Sub-Groups

Group A
Significance for Community Relations

Chairman: Carl Hancey

Recorder: James T. Carey

The group began by discussing the problem of what the increasing population with the expected enrollment increase would mean. It was felt generally that when the squeeze came high priority would be given to the undergraduate day programs at the expense of the evening and extension divisions in terms of physical space and faculty resources. This could be viewed as disadvantage and as an opportunity. The group focused on the problem of how we can develop a faculty without day resources being made available.

Several suggestions were made:

1. Training programs should be set up that would develop people as part-time teachers of adults. This would set up a reserve potential for the period when enrollments strain facilities. Teacher training for the bulge from the primary schools through higher education was also suggested as an important concern.

2. We may develop ways of combining the community for talented persons who could become teachers of adults. One source may be high school instructors in the various subject matter areas.

3. We may attempt to harness the bulge by bringing the university to students through the media of radio and TV.

The group distinguished community relations from public relations. Community relations was taken to mean community services.

There was some agreement that the term "general education" referred to non-vocational non-professional non-specialized aspects of education. The term was not given any further precise content.

There was some attempt to clear up what the university's role in community relations is or should be. Generally two contrasting positions were developed:

1. The university's primary emphasis should be on giving a general education to those individuals who come to it. The community service function of the university should not be considered primary. Community service can be considered a kind of social engineering or consultative work which was sharply differentiated from teaching. This did not mean that community services were not desirable, but a distinction should be made between those best undertaken by the university and those best developed by community agencies.

2. As a strategy for the evening division or extension area community service should be considered primary. Other parts of the university should be involved in this activity. This will be the distinctive role the adult education division can play when pushed out of its facilities by the impending tidal wave of students.

No agreement between these two positions emerged before the end of the meeting. No time was available to discuss other social trends in relation to the community relations area.

Group B

Significance for Programming

Chairman: L. H. Adolfson

Recorder: James B. Whipple

While the group agreed on the importance of the regular credit program, more or less by tacit understanding the discussion concerned itself primarily with continuing education rather than delayed education. All trends were not examined for their implications, primarily because of the lack of time rather than outright rejection of their importance for adult education.

Considerable attention was devoted to the trend toward suburbia with all its ramifications. One amendment which the group considered important was that the suburb was more than a social phenomenon. The flight from the central city also involved industrial decentralization where people worked as well as lived in the suburbs.

There was general agreement that life in the suburbs did something to people which might be described or summed up roughly in Riesman terms. What did this mean for adult education? The objectives were not seen as different from those of the city or the country- the educator's job was to help them understand themselves and their community. Here as elsewhere, you did not start with the direct approach- with courses such as sociology, which would be directed toward making them understand the implications of conformity, and so forth. It was necessary to start where they were - with their interests and their

confessed needs - this was a point of departure from which one might reach long range objectives which would show what was heppening to them as persons. We might start with an interest in Hi-Fi, or retail merchandising or culture. Does this mean we face the charge of ignoring content in subject matter? No, the important fact to remember is that for adults subject matter must be related to the self.

There was some feeling that the take-them-where-they-are position should be tempered by the necessity to take them somewhere - in general the object of liberal education should be to make individuals critical on the one hand the on the other should give them a set of values which might be found in a sense of history.

For another member of the group the important implication for suburbia was that it called for personal relationships in planning. This was seen in direct contrast to urban planning which tended to be impersonal.

Others saw the growth of suburbia in terms of distance - with the ring of suburbs so far from the center of the city, it becomes increasingly difficult to serve the suburbanite from the urban center. As a corollary, this suggests a point of common interest from AUEC and NUEA. For the evening college, it could mean the development of a form of extension; for the extension division, it could lead to the development of permanent urban or suburban centers. This common interest was underlined by the developments at a recent meeting of a state legislature where no representatives of rural interest appear before the budget committee hearings.

The second major concern involved the population trend. The group saw a number of meanings for adult education. In addition to the larger potential audience which would ultimately reach maturity, the group found other complications:

1. Increased interest in education at all levels.

2. Increased leisure due to a shorter working day and a longer period of retirement.

3. Increasing recognition for technical adult education for the liberally trained youth and for liberal adult education for the technically trained man.

4. Larger urban clientele as a result of the growth of the city and the suburb.

5. A bulge in the evening college and extension division as a result of overcrowding of regular undergraduate schools. All these factors increased the problem for university adult education and the picture is not entirely joyful. This seemed to be a special concern for extension. How,they ask, do you supply services for this expanded program which in some states are already strained even before the bulge has arrived? The most serious issue is not financial but to find an adequate supply of competent teachers- they simply do not exist. There was a fear that adult programs might be sacrified because all available personnel would be used for regular undergraduate program.

Did this mean that adult educators would have to give up? No, but it did mean there were important implications for them. First, it

behooved adult educators to convince the American people of the necessity for their programs; second, it was necessary to develop effective programs for the enlistment and training of qualified lay leaders who would be able to carry the teaching load. Such a program required the cooperation of the entire regular faculty of the university.

Some persons suggested that this meant the university should concentrate on training of public school administrators to run evening programs. Others, however, were reluctant to accept this as a solution. On the one hand they did not believe the high school could supply the resources for a good program; and on the other, they believe there were psychological barriers which discouraged adults from going back to "high school."

There were briefer discussions of some other trends. A question was raised as to the implication of the class and power structures for education, and some inclination to reject its relevance. Others, however, pointed out that difference in classes might mean different programs, depending on the class structure, and some believe we had an obligation to help adults understand their society.

Should the university adult education program cater to social desires of its clients? Yes; it is a fact of life which cannot be ignored. It is a case of channeling these social aspirations, just as one starts with other interests.

Over and over again, the group emphasized the necessity for basing adult programs on what they believe they need, not what it is good for them. This might require involving community leaders in the actual planning - the consumer must be coordinate, not subordinate.

The group felt it was impossible to dictate specific programs to take back home. The local community must dictate the details which would implement the general principles enunciated. Similarly, while they recognized the importance of other trends which were not discussed- but they felt the same principles applied - specifically, it was a case of starting with their interests, channeling them toward the overall objectives reflected in the trends, in the same manner as with population and suburbia.

Group C

Significance for Better Teaching

Chairman: Edwin H. Spengler

Recorder: Morton Gordon

A review of the discussion materials relating to social trends added up to at least one broad conclusion; namely that:

There is little doubt that a large increase in the student population of evening and extension divisions is coming. This will impose a tremendous burden on the teaching staff of these divisions, which will have to be met, first, by using the teachers we have more effectively and second, by getting more teachers.

The first step in solving this problem should be taken during the earlier years of our adults' lives. Perhaps the evening and extension divisions should attempt to plead with elementary and secondary schools to do their own jobs better, both in terms of developing good reading habits and skills and in inculcating an awareness of the spirit of continuing education. If these institutions and the undergraduate divisions of the colleges were more effective, much of our remedial work would be unnecessary, and considerable teaching manpower would be saved. In its search for more teachers and better teachers, the group laid considerable emphasis on the need for a more organized plan of recruitment and training.

The teachers we now have are generally not trained as teachers of adults; nor is much being done to train new teachers concerning the differences between the problems of teaching the young and adults.

Many undergraduate instructors teach their students in methods and content suitable for future teachers of the same subject matter. Adult teaching is presently somewhat better because it teaches for life. In general, teachers who have had no practical experience and whose knowledge of their subject matter derives solely from graduate study will make poorer teachers of adults than those who have had some practical experience.

Where are all the new teachers of adults to come from?

A.

1. There are some individuals who lack suitable academic backgrounds but who more than make up for this deficiency in valuable practical experience. The lack of academic respectability should not bar these people from teaching adults.

2. Some are academically qualified but have full time positions during the day and would be interested in teaching in evening or in extension divisions.

3. There are some who have actually taught at the university level and have since left the academic profession and gone into another line of work.

4. There are some who teach full time in the day and would like to teach either another subject matter or something slightly different from their regular course work during the day.

5. There should be many housewives with academic training whose children are grown and who have the time to do some teaching.

6. Alumni organizations might be combed for suitable teaching prospects.

7. Some citizens in the community can be prevailed upon to assist the university as a public service.

8. There are now many retired people of vast, useful and applicable experience who would be willing to put some of their experience to valuable use.

Of course one major problem in all this is, and always has been, budget. We could have bogged down hopelessly had we explored ways and means of obtaining additional resources. Assuming that there will be no financial problems, all teachers and adults should receive some teacher training if they need and will accept it. They need not be asked to take a course; the word itself might be an offensive suggestion to some of them. But something useful can be imparted in other forms of educational experience. One aid to better teaching is to provide each teacher with a short manual concerned with the peculiar problems of teaching adults. One might ask each new teacher to observe the methods of an experienced teacher in a classroom situation.

Most of these people will need varying types of training as teachers of adults. However, they represent tremendous untapped resources of potential leaders in adult instruction.

B.

Basic research is badly needed to provide data concerning the kind of students we have, and the teaching problem that arise. The information

we get will provide a better basis for a training program than our present information. Perhaps the AUEC Committee on Research could examine this area of study.

Some of the most useful methods of training are:

1. Teachers can teach each other at informal meetings around the coffee table, much as administrators teach each other at meetings such as this one,

2. Social functions can be arranged at which teachers discuss problems of teaching.

3. The Center or some other organization can send experts in adult teaching.

4. More effective teaching might result if subject matter specialists are asked to think about the particular relevance of their own subject matter to problems which adults face.

5. The teacher must learn to teach people how to teach themselves. The ultimate role of the teacher is to make himself unnecessary. As a final thought, the group discussed the pros and cons of the use of mass media for reaching larger audiences more economically. The possibilities of educational television were explored, particularly with reference to its effect in stimulating or developing a renewed interest in continuing education.

PART III

ANALYSIS AND INTERPRETATION*

OF

RECOMMENDATIONS FOR NUEA/AUEC ACTION
by Special Interest Groups

*This analysis has been made by
John B. Schwertman, Director,
The Center for the Study of
Liberal Education for Adults

INTRODUCTION

From the Conference there emerged action recommendations relating to five questions of common concern to most administrators of university adult education programs:

I HOW CAN ADULT EDUCATION DIVISIONS ESTABLISH MORE EFFECTIVE RELATIONSHIPS WITH OTHER DIVISIONS OF THE UNIVERSITY?

II HOW CAN WE INCREASE THE EFFECTIVENESS OF TEACHING FOR ADULTS?

III HOW CAN WE IMPROVE COURSES AND CURRICULA FOR ADULTS?

IV HOW CAN WE IMPROVE THE UNIVERSITY'S RELATIONS WITH ITS COMMUNITY?

V HOW CAN WE INCREASE THE DRAWING POWER OF LIBERAL ARTS PROGRAMS?

The following analysis will deal with these questions in this manner: first, the action recommendations will be quoted from the report made by the appropriate conference group; second, a brief analysis will be made of the report; and third, some specific suggestions will be made for the implementation of the report.

This analysis is made with three immediate "audiences" in mind: (1) The Center's Board of Directors; (2) The special joint AUEC/NUEA Committee which was established to consider how the action recommendations might best be implemented[1]; and (3) Those who attended the Conference,[2]

[1] This Special Committee consists of President Lloyd Schram (NUEA), President John Dyer (AUEC), Everett Soop, representing the NUEA Executive Committee, and George Parkinson, representing the AUEC Executive Committee.

[2] The National Conference on "The University's Responsibility for the General Education for Adults", held in Chicago, Illinois, March 3-5, 1955.

RELATIONSHIPS WITH OTHER DIVISIONS OF THE UNIVERSITY

"Before making the two recommendations below, attention must be called to these problems:

(a) Are not the problems of relations peculiar to each institution?
(b) Shouldn't the adult education administrator work out his own problems?
(c) Wouldn't there be resentment if any outside organization came in with a one and only pattern for good relationships?
(d) Isn't the problem primarily one of good communications?

"The group agreed that:

1. Basic research should be conducted to develop criteria for evaluating the evening and extension programs of our colleges and universities from the standpoint of objectives, curricula, instruction, administration and clientele.
2. Members of the associations should be encouraged to make self-evaluation based on the criteria; and for these evaluations the associations might provide resource persons skilled in solution techniques, and make available to these institutions as consultants certain deans and directors who operate successful programs."

Analysis

One of the sharpest pains for deans and directors is the persistent feeling that adult education does not have an honored and equal status in the university family. In meeting after meeting the Center has observed this to be a matter of greatest concern. To get at the problem, two specific activities are usually favored: institutional self-evaluation, and the establishment of criteria or standards. This report, then, is clearly in line with general thinking about how this problem should be approached.

However, this Conference was no exception in its opposition to establishing accrediting procedures to be administered by agencies outside the local institution. Here, too, the opposition to "accrediting" appears in line with a national trend to get away from the innumerable accrediting bodies which now plague higher education. Thus we see the constant emphasis on self-evaluation.

Nevertheless, despite the opposition to accrediting, there persists a feeling for the need to evolve some yardsticks by which good adult education operations can be appraised locally. Thus we witness this call for the development of some overall criteria. As one evening college dean said recently, "If I could go to my president and show him that we were way below standard in non-credit programming, I know I could get action!".

Several additional things seem relevant to this report:

During the past two decades there has emerged a rich literature on evaluation;[3] The 1955 AUEC convention has already chosen evaluation as the topic for its workshop; the North Central Association is moving toward a new philosophy in which the central notion is the development of overall criteria that can be applied in local self-evaluations;[4] some university people are beginning to think about and write about criteria that help universities work out appropriate relationships with community and social action groups.[5]

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[3]The general education movement has been a powerful stimulus to the development of this literature. Ralph W. Tyler, who has contributed much to both the practice and theory of evaluation, made a statement to the AUEC Leadership Workshop in 1953 on "How to Evaluate an Evening College." The literature of the ACE Co-operative Studies is also highly relevant, especially the recent publication General Education: Explorations in Evaluation, by Paul Dressel and Lewis Mayhew.

[4]A study of recent back issues of the NCA Quarterly would be highly rewarding, not only for signs of the new philosophy that is evolving, but also for sets of specific criteria used by NCA in institutional evaluation.

[5]Cf. Schwertman's memo in this Conference working paper, citing the "values" (criteria) developed by Ronald Lippitt.

Finally, it should be pointed out that self-evaluation and the development of criteria are not the only approaches to improving the adult education division's relationship with other divisions of the university. The Center likes to think that almost everything it does has this improvement in mind. Among the more relevant Center activities are: its publications program aimed at developing a professional literature explicitly about university adult education; efforts to help make evening colleges and their administrators aware of their professional identity and opportunities to grow professionally within the field of university adult education; and the conference and faculty seminar program which has done a great deal to make arts and science deans, professional school deans, and faculty members aware of and sympathetic to the opportunities and difficulties of the adult education divisions. In brief, self-evaluation and criteria will not alone swing the university community to a more favorable attitude toward adult education. The problem demands attack on many fronts.

Specific Suggestions

1. Making it crystal clear that they are not thinking of establishing accrediting procedures, the NUEA and AUEC memberships by appropriate resolutions should request the major regional accrediting associations to join in establishing a joint Commission to draw up a suggested list of criteria whereby institutions can evaluate their own adult education operations. This Commission might be asked to report to theAUEC/NUEA Executive Committees, perhaps again in a joint conference, by March 1, 1956. Thus, the criteria would be available in time for the 1956 conventions of the two organizations. The center might well underwrite the cost of the first meeting of the Commission on the assumption that subsequent activity by the Commission would

not be costly and could be met by a very small contribution by those member institutions that wished to"subscribe" to the study and receive its benefits. NUEA and AUEC representatives should of course sit on the Commission. And because of his interest in adult education and his strong advocacy of self-evaluation, Dr. Norman Burns of NCA would make an excellent chairman for the Commission.

2. The criteria produced by the Commission would be common property to all AUEC and NUEA members and thus the first recommendation of the report, quoted above, would be carried out. "Subscribing" institutions would, however, receive these exclusive benefits: (a) interim Commission reports with the privilege of acting in an advisory capacity to the Commission; and (b) priority in being eligible to be "pilot" institutions in self-evaluation, using the criteria and enjoying an on-going consultative relationship with the Commission. The assumption here is that the Commission, being given national recognition, would find its work a highly important and challenging task, and that with minimum support it would be willing to exist for a year or so after March 1, 1956, in order to see its efforts carried to fruition in one or more universities. Thus the report's second recommendation would be fully and meaningfully implemented.

II

EFFECTIVENESS OF TEACHING

We recommend that AUEC and NUEA, through their proper committees:

1. Gather and distribute material for orienting part-time teachers of adults, after exploration of various devices available for such orientation;
2. Study and encourage the improvement of counselling services as related to better teaching;
3. Explore all sources of additional qualified teachers, always with a view to maintaining proper standards of instruction;
4. Encourage institutions of higher learning to plan and offer programs for the preparation of well-qualified teachers;
5. Conduct fundamental research into identifiable educational potentialities, attitudes, preparation problems, and needs of adult students as such, in order to discover techniques adapted to the teaching of adults.
6. Encourage and assist broad exchange of devices for self-evaluation and students' evaluation of teachers, which have been or will be developed by members of AUEC and NUEA."

Analysis

These six recommendations are clear-cut; only two of them might need comment.

Recommendation #1 is the timeless cry for a "How to" teaching manual to end all manuals! Several times the Center has seriously looked into the possibility of developing such a manual. Each time we concluded that it would be a hopeless task to try to develop something that might be useful in local situations that are always in some sense unique. Our current feeling is twofold: do not try to develop an overall manual (even one limited by an aim to help part-time teachers); but - the persistent yearning for such a manual might indicate that deans and directors might profit greatly by being able to see the kind of "orientation" material which most of their colleagues put out in one form or another. This two-fold feeling is therefore the basis for the specific recommendation under #1 below.

The second comment is also a kind of warning - about #5, the call for "fundamental research" about "needs of adult students." We find great confusion over the term "research" and little awareness about how difficult and expensive good research is. Over and over again we are impressed with the difficulty in making research results useful; in fact, there is a strong tendency for the practicing educator to regard the better research results as useless. Making use of research may well be as difficult a task as the conducting of research.

Nevertheless, research on adulthood (the kind of thing Dean Dyer calls "the meaning of maturity") is badly needed; and the development of good research in adult education would no doubt be a valuable aid in the enhancement of prestige for adult education within the university family. Therefore, we suggest below some specific actions based on the division of recommendation #5 into three parts: Descriptive research, diagnostic research, and basic research.

Specific Suggestion

1. Re: Recommendation #1 (Manual Idea)

   a. That a member of the Special AUEC/NUEA Committee be designated to find a major university which would be willing to make a systematic collection of existing orientation and manual material now in use in member institutions, and then to set up an inter-library loan plan for such materials. (Centrally located universities with graduate adult education programs may be the best bet, places like Michigan, Ohio State or Chicago.)

2. Re: Recommendation #2 (improvement of counselling)

a. That the NUEA president appoint an NUEA representative to sit on the AUEC Research Committee's Sub-Committee on the Counselling Study. This is well designed study and present plans are that it will be conducted for the AUEC Research Committee by Syracuse University.

3. Re: Recommendation #3 (Sources for Teachers)

Other than directing attention to the excellent suggestions listed by the Friday Discussion Groups at the Conference, no specific actions are proposed at the national level of the two organizations.

4. Re: Recommendation #4 (preparation of teachers)

a. That the Special NUEA/AUEC Committee ask three New York area deans or directors (McMahon, Spengler, and one other) to pay a formal call at the Carnegie Foundation, perhaps via Wert to Florence Anderson, for the purpose of interesting the Carnegie Foundation in the problem of teacher training for university level adult education. The first steps may be to request that reports on their existing projects to train college teachers (at Chicago and elsewhere) be made available to the NUEA and AUEC member institutions, and also to request that in the future development of their projects they build in provisions to experiment with ways in which regular faculty members might receive help and training to prepare themselves explicitly for adult education.

b. That the Special AUEC/NUEA Committee request Cyril O. Houle to prepare for publication by the Center a paper setting forth a

model graduate training program for teachers and administrators in adult education. Professor Houle has already done considerable work on such a model.

5. Re: Recommendation #5 (Research on Adult Needs)

a. Re: Descriptive Research. This is the useful kind of activity that counts things, good examples being the Morton studies and the Neuffer Report. The suggestion is that the two Executive Committees formally resolve that in the future all such studies by either NUEA or AUEC be made available to both memberships on an equal basis.

b. Re: Diagnostic Research. This is the kind of research that diagnoses an area of difficulty or "pain" and then designs a study of possible causes and cures. The studies which Leys at Roosevelt made on "Interrupted Education" and the "Roles and Status of Evening College Deans" study now underway by the AUEC Research Committee are good examples of diagnostic studies. Two specific suggestions are:

(1) That the NUEA President appoint an NUEA representative to sit on the AUEC Research Committee's Subcommittee on "The Study of the Role and Function of the Evening College Dean," and that through this representative the results of this study can be made available to NUEA members.[6]

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[6] Attention is called to this study as being highly relevant to the report of Group I on "Relationships with Other Divisions of the University."

(2) That the appropriate Executive Committees direct their Newsletter Editors to initiate as soon as possible a "Research Report" section as a regular "Newsletter feature. It is further suggested that this section be made the responsibility of a "special" or "associate" editor who will ferret out such studies as Leys made and report them. It is believed that most adult education divisions have made studies of this kind, as well as numerous descriptive studies which should also be reported.

c. Re: Basis Research. This is "pure" research at the level of psychological and sociological theory. The Center can best serve here by doing what it now does: namely, publish papers on basic research that seems most relevant to adult education deans. Our list of publications speaks for itself in this regard. However, an additional suggestion is made:

(1) That the NUEA and AUEC Presidents carefully draft a letter to the presidents of their institutional members (in itself this will help increase the prestige of adult education), calling attention to this Conference recommendation, and suggesting that they may wish to call together their dean or director and the appropriate basic research men on their faculties, to the end that these research men may be encouraged to cooperate by undertaking some basic research on the needs, abilities, and potentialities of adults.

6. Re: Recommendation #6 (Self-evaluation and student evaluation of teaching)

First of all, attention should be directed to the overlapping between this recommendation re: self-evaluation and the recommendation of Group I. It is assumed, therefore, that the specific suggestions related to the report of Group I are applicable here also.

Two additional suggestions are offered:

a. That whatever university agrees to collect and loan out the manual and orientation material on teaching (See No. 1 above), also be asked to collect copies of self-study reports that have been made and arrange inter-library loans of such studies.[7]

b. That the Center be asked by the Special NUEA/AUEC Committee to make available to NUEA members the first published report of the Guthrie studies of student evaluation of teaching at the University of Washington, as well as any subsequent reports that may grow out of Dr. Guthrie's extension of the study to teaching in the University's Division of Extension and Evening Classes. The Center intends to retain an interest in the Guthrie studies because we feel that they are by far the best student evaluation of teaching studies we have seen so far.

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[7] A number of AUEC and NUEA institutions have recently made self studies (Brooklyn, NYU, Roosevelt, and others) some of these studies having been financed by grants from the Fund for the Advancement of Education. Reports are available.

COURSES and CURRICULA

a
"Believing that the development of appropriate, imaginative courses and curricula is a joint responsibility of faculties and administration, it is recommended:

1. That a status study of existing courses and curricula of this type in institutions in both organizations be conducted through cooperative efforts and made available to both memberships.
2. That the Executive Committees consider ways to stimulate and make it possible for faculty members to develop imaginative courses and programs and make them available through regular clearing functions suggested below.
3. That the faculties of evening colleges and university extension be brought more into the deliberation of the NUEA and AUEC, and into relationship with each other, and that avenues of communication between these various groups be strengthened and improved. In this connection consideration should be given to the following:

   a. Holding regularly, or from time to time, joint conferences of NUEA and AUEC, both national and regional, in which faculty members as well as administrators are involved.
   b. Developing a continuous clearing house for the distribution of ideas and materials to both faculty members and administrators.
   c. Establishing an interchange of mailing lists between the AUEC and NUEA.
   (This does not imply that there are not dissimilar as well similar objectives and functions between NUEA and AUEC, nor that there are occasions in which either administrator and/or faculty members of the two organizations should meet separately.

4. That consideration be given to making available to NUEA services of the Center similar to those it now makes available to AUEC.

Analysis

The striking thing about this report is that to a considerable extent all four of its recommendations are now being carried out. This statement needs qualification only in terms of recommendation #1 and #3-b.

Number 1 calls for a study of imaginative courses and curricula now in existence. The AUEC Newsletter last year devoted much space to the listing and description of such courses. Unfortunately, the Newsletter this year has not continued the practice. Hence, at present there is no systematic

inventory being kept up to date. However, the matter of stimulating experimental work with imaginative courses and curricula that do not merely parallel the regular degree programs is of paramount interest to the Center, and attention should be called to our publications, especially the new series of Notes and Essays with the series title of "New Directions in University Adult Education."

Number 3-b calls for a "Clearing House" for the distribution of ideas and materials. Again, the Center's publications program is just that ... a clearing house of ideas and materials. The Center has also given much thought to setting up a more formal and detailed clearing house operation. We feel that the financial and time costs are not manageable for us and we have grave doubts that any clearing house can be managed short of the kind of elaborate set-up such as The Public Administration Clearing House has. We feel that it is premature to expect university adult education to be able to do this kind of thing well.

Instead of making specific suggestions re: this report, following is a listing of how the recommendations are already being carried out:

1. Re: Recommendation #1 (Survey of existing courses and curricula)
   It may be well for the appropriate Executive Committees to get the two Newsletters to work on this, again — with the notion of a "special" or "associate" editor having primary responsibility.
2. Re: Recommendation #2 (stimulating faculty members to develop imaginative courses and programs)
   This is precisely what the Center's Faculty Grant Program aims to do. About forty modest grants will have been made by next fall. Faculty members do not have to be from AUEC institutions. Printed announcements of this Program are available for distribution by NUEA deans and directors.

The Center's Faculty Seminar Program is also relevant to this aim. The Center would welcome additional suggestions as to other ways we might achieve what this report recommends.

3. Re: Recommendation #3 (involving faculty members)

This recommendation had three parts: the first called for national and regional conferences of faculty members. This is exactly what the Center is doing, and many NUEA institutions were involved. The second part of the recommendation called for the clearing house, which the Center at present wants no part of; and the third part called for an interchange of NUEA/AUEC mailing lists. This would easily be accomplished by the Executive Committee instructing its Secretary. It should be noted, moreover, that two years ago the Center offered NUEA institutions the chance to get on the Center's mailing list, and as a result of the offer many of them are on it.

4. Re: Recommendation #4: (Center services to NUEA)

The important fact to note is that except for two things, NUEA institutions already can avail themselves of all Center services now available to AUEC institutions.

The first exception is that the Center's limited resources would not permit NUEA as an organization the same kind of help the Center now gives AUEC by means of such things as a grant to the Newsletter, help and financial support in annual programs, help and support for key committee work, including the annual leadership workshop which this year was replaced by the joint conference just held. This exception does not, in our judgment, exclude the possibility

of a similar joint conference again next year.

The second exception is that NUEA does not really have representation at the policy control level of the Center. It should be noted, however, that the Center is not an official or legal agency of the AUEC; its Board members do not legally or directly represent AUEC; in fact, the majority of the Center's Board members, although all have a personal interest tie to AUEC, are not now evening college deans and directors. Therefore, because of the composition and the legal status of the Center's current Board, and because at its 1955 Annual meeting the Board expects to re-appraise its nature and membership, the Center's Director does not feel it would be inappropriate for either the NUEA Executive and/or the AUEC Executive Committee to recommend to the Center's Board that NUEA be represented either in a full membership or an advisory capacity.

- IV -

RELATIONS TO COMMUNITY

"Recommended:

The appointment of a joint committee representing the NUEA, AUEC, and CSLEA to study and implement the following and any other relevant proposals:

1. The joint committee encourage and assist the member institutions of NUEA and AUEC in making self studies of their current relations with and services to the communities in which they exist.
2. The joint committee select a number of communities (statewide, regional or municipal), in which NUEA and AUEC institutions operate singly and in combination, in which these institutions will make a pilot study to discover the needs of those communities which might be served by these institutions, singly or jointly, and other educational agencies.
3. The joint committee provide for an evaluative study and development which have been conducted in different states by NUEA and AUEC institutions."

Analysis

Much that was explicity and implicit in our remarks about "research" (See II on "Effectiveness of Teaching") applies to our feeling about the area of "community relations" or "community needs." The terms connote many meanings, most of them imprecise; there is a tendency to confuse the word "relations" with the word "needs", the word "want" with the word "needs", the notion of social problems in general with the notion of educational needs in particular. And so on. But like "adult needs", the whole area of a university's relationship to its community is of utmost importance. Thus, the area of "community relations" has occupied a prominent part in the Center's Conference and Seminar programs. Furthermore, the New Orleans Conference Report on "The Urban University and Its Community" is now in draft stage; we feel it is an important document.

Specific Suggestions

The recommendations quoted above are clear. The action is up to the AUEC and NUEA Executive Committees. The Center does not feel it should be officially a member of such a committee as the report proposes, but as long as the Center exists it stands ready to assist such a committee.

The Center's Director would be less than candid if he did not record his own view that the three "relevant proposals" as quoted above are not operationally feasible in their present form; but this is not to say that the joint committee is not a good idea. On the contrary, it would seem a highly desirable action.

INCREASING DRAWING POWER OF LIBERAL ARTS PROGRAMS

"We recommend that NUEA and AUEC take steps jointly, perhaps with the Kinescope Library, to increase adults' interest in liberal education through television and radio programs, such as discussions of the nature and value of liberal education and then of specific areas of content."

Analysis

Although at first glance the recommendation above may seem a thin outcome of the group's deliberation, it may well start an action of the utmost importance. This statement is based on the feeling that adult educators, especially in the universities, still do not fully appreciate the opportunity to use mass media, especially TV, on behalf of liberal education.

Specific Suggestion

At very least, promptly implement the recommendation. AUEC, through its TV Committee Chairman, Don Emery, and NUEA through a similarly designated person might well be instructed to pay a call on the Midwest Center at Ann Arbor and then report back to the next meetings of the appropriate executive committees just what might be done.

PART IV

A P P E N D I X

A. Address by Robert J. Blakely

B. Agenda

C. Roster

Appendix A

Three major addresses were delivered at the conference.(1) They served as a continuing reminder to participants that there is a sense of history, growth and development in University-level adult education which cannot be ignored by men of action looking to the future responsibilities of the University for the education of adults.

Richard Storr's paper dealt with the historical development of the University's concept of service to the public. In his paper, Cyril Houle discussed the University's role in Adult Education. The third paper by Robert Blakely, suggests several ways in which Universities, with the help of foundations, can make advances in the general education for Adults.

The Papers by Mr. Storr and Mr. Houle are being published in the Howard Education Review and the Educational Record; respectively, and reprints will be available. Mr. Blakely's paper is presented here.

1. (a) The Public Conscience of the University, by Richard J. Storr

   (b) An Appraisal of the American Universities' Role in Adult Education. by Cyril O. Houle

   (c) The Relationship between National Organizations, Foundations, and Universities, in the general Education of Adults. by Robert J. Blakely

The Relationship Between National Organizations, Foundations and Universities in the General Education of Adults

By Robert J. Blakely

General education for adults has at least two meanings. One is the pragmatic distinction between general extension and agricultural extension. I'm going to talk a little about agricultural extension, because we can't dismiss it quite so easily. As I go around the country, I marvel at how the colleges through their agricultural extension have helped transform the agricultural face of America. We have specialized farming. We have new types of wheat, new types of corn, new types of animals that didn't even exist 15 and 20 years ago. The other day, my former newspaper, The Des Moines Register, reading that Kruschchev was interested in introducing a corn-hog economy to Russia, wrote an editorial inviting the Russian government to send a delegation over to Iowa to find out how it's done; the Russian government has accepted. So now, there will be a delegation of Russians in Iowa studying how to raise hogs and corn from the Iowa farmers, who learned from agricultural extension.

The process is worth sketching. The problem was one of changing a mind-set: from imitation of the past to an analytical influencing of the future. Traditionally farmers have learned from their fathers. The agricultural colleges had new knowledge to disseminate -- and a new method for acquiring knowledge. The agents of the colleges began working with certain farmers respected in their communities, explaining the new knowledge and demonstrating the new techniques. Other farmers learned from these "master farmers." With time, more and more farmers learned directly from the agents. Communications became abstract; farmers learned more and more by way of the

mass media -- pamphlets, radio programs, etc. Increasingly farmers have come to understand more and more of the principles behind what they were doing. A good farmer is something of a geneticist, a chemist, etc. But the progression has not stopped here.

If you talk to people in agricultural extension, particularly in the regions where there has been the progression which I have described, you'll learn that more and more of the requests by the farmer and his wife of the agricultural agent and the home demonstration agent are for help in matters that do not pertain to the vocational aspects of agriculture: Family life education, foreign affairs, economics, political policy. Last fall in Purdue at a meeting of the directors and faculty members of the summer schools for agricultural agents, one of the concerns was how to help agricultural agents meet more of this demand for general education from the farmer and his wife. And so you have in Michigan State College and in Kansas State College and in various other colleges the introduction of general extension, general adult education, not in contrast to, but as a supplement to the vocational.

Here, in the largest and most successful adult education activity in this country, we see an approach to general education in a second sense, which I will describe later. Now, it is not enough for universities and colleges to give groups other than agriculture the kind of help in specialized interests that agricultural extension activities have given the farmers; yet this, as I see it, is what most of what we call general extension really is. It's not general extension except in the sense that it's not for the farmer and his wife, but for other people, other social groups. This may be general

extension, but it's not general education, unless there is introduced into it the general aspects that I have described as being introduced in agricultural extension.

The other meaning of general education is education in our common heritage and for our common citizenship, in contrast to the education, or training, if you will, aiming at a thousand different skills and a thousand different destinies. The objectives of general education are breadth, understanding, perspective, wisdom, and integrity, in contrast to particular competencies and proficiencies. At no time tonight am I belittling anything I'm describing. I'm talking about balance. General education is very close to, if not the same as, liberal education. The questions it raises are not new, and yet they have new forms: What is our common heritage? what is the significance of our common heritage for the modern world? what kind of a world is shaping up? what do we want to do and what can we do about it? what are the requirements of our common citizenship? These are practical questions in the largest sense and they deal with the most important kinds of competencies and proficiencies.

I want to speak a moment about the modern university, and I will paint in broad strokes. The modern university does not offer very much liberal or general education defined in the second sense, even for its young people. Look at the curriculum of the modern university and you will notice a strange thing in contrast to liberal education of the past. The program of liberal education in the past was aimed at the individual, and it was taken for granted that certain by-products in terms of that person's skills and proficiencies would take place. But the curriculum of the modern university is filled with special courses designed to cultivate special social aptitudes. There

is a course in marriage, because we want people to be happily married; there is a program in adjustment, because we want them to be adjusted; there is a program in electronics, because we want people to know how to deal with electricity. The modern American university, it seems to me, doesn't do very much in general education even for the young people who are in its classes.

Secondly, in the modern American university research is exalted for the sake of itself as an activity without any critical balancing of this activity with other kinds of jobs to be done, such as the teaching of the young, or teaching of adults. In fact, I don't think it's too much to say that the modern university by any definition is not a university.. A university implies a wholeness made coherent by a conception of meaning and function. Sometime ago while I was given a quick tour of the campus of the University of California at Los Angeles, I suddently realized the importance of the football team to a modern university: It's the only thing that the "university" has in common.

When the American university finds a conception that gives it a wholeness, it's not going to find it within the university. In my judgment, it's going to find it by worrying out the answers to the difficult questions of meaning and coherence in the context of the larger community. So what I'm talking about tonight is not just a test for the evening college, not just a test for the extension division of the university; it's a test for the university itself.

With respect to foundations, I could say as unkind things as I have said about universities. Their programs in general are designed to advance specialized knowledge and competencies. This is easier to do, it's easier to evaluate, it's easier to get credit for

than to work for general understanding and competence. But in foundation activity, education has always been and presumably will remain a major concern of the foundations; therefore, my argument is, increasingly the general education of adults should be a concern of foundations. This is so because the general education of adults is really the touchstone of the whole educational system. There are a number of reasons for this. One is, of course, that adults control and make the world. The time-span between when a generation is in school and when it assumes much responsibility for policy may be short in years but it is long in consequences. Second, the continuation of education throughout life is the touchstone of the quality of formal schooling. Third, on the breadth, understanding, perspective, wisdom and integrity of our adult population all else depends. Fourth, the pressures on formal education for specialization aimed at particular proficiencies and skills are likely to continue to increase; in contrast, adults are having and are likely to continue to have more and more time to educate themselves in their common heritage and for their common citizenship. And fifth, adults have the maturity and experience to understand what even the most brilliant youths cannot.

I turn to the question of what are some of the ways by which universities with the help of foundations can help advance the general education of adults. I speak necessarily from the limitations of my own experience. I could make acknowledgement of many good things being done by particular universities and foundations. I shall not, because it would take too long, and I would be bound to leave out some. Moreover, I am not implying that nothing is being done in every one of the areas I'm going to suggest. Finally, I put my suggestions forward as illustrations.

I am going to sketch to you 17 different areas in which it seems to me universities, with or without the help of foundations, have an opportunity to make progress in the advancement of the general education of adults.

1. I will start with the familiar device of self-study, the self study by a university directed at its responsibility for the general education of adults, not the kind of self-study which has been made, quite frequently, with respect to its young people, but a self-study seriously directed at the community and under the auspices and the prodding of the presidents and deans.

Some one of these years, a major university -- not just its extension division or its evening college -- is going to take really seriously the opportunities that are present for a university facing up to the general education for adults.

2. Next, I raise a question about centers, similar to this C.S.L.E.A., which has been, it seems to me, so effective in the field of evening colleges. Do we need similar centers also in the National University Extension Associations, in the Land Grant College Association, in the American Vocational Association, and so forth? The problems, of course, are delicate, and they are probably different in each one. On the one hand you don't want to be bound by the forms and structures of the association as it is; on the other hand, you want to have the kind of acceptance that will permit you to be influential. Would it be possible to have a single center operating in the field of higher education in the United States, or do we need another one for each of the areas? Here certainly is a question for serious exploration.

3. A third area has to do with alumni. The alumni in the United States are generally regarded as supporters for the university

financially and supporters for the football team; the publications that go to alumni tell in great despair about the financial plight of the university and about the progress of the basketball team and the like. But if an education has meant something to a person, it ought to mean something in terms of the quality of his intellectual life, in terms of his feeling of responsibility to himself for his education and his responsibility to the community. We have a valuable resource in alumni for the general education for adults. There are at least two patterns which suggest themselves. One, of course, is to have alumni of a single institution working in different communities; another is to have within a community alumni of various organizations working together -- working together not just with themselves and other graduates of colleges and universities but working with the community as a whole.

4. A fourth area is really a cluster of areas. I call them economic organizations. I am going to speak quickly about business and labor. It seems to me that we have had within the last number of years a growing realization on the part of some of the leadership of business that the function of business is not to make a profit; the function of business is to stay in business. That means survival. This means paying attention to employees as people, not just as employees, to the general state of health of the society, to the condition of the community as the environment for the business, to the business as an influence upon its employees and its influence within the community. Universities have opportunity to work with businesses in developing programs of general or liberal education. They are increasingly concerned with the happiness of their employees, with the breadth and the wisdom of their leadership, with the intellectual

and social health of the community.

The same point could be made about labor unions. Growing in the thinking of American leadership in labor is the realization that in the future matters such as wages, working conditions and the like in our basic industries are not going to be settled by dispute. To a greater extent, in industry after industry, like coal and steel, our basic industries, these will be public decisions to be made in the public interest in the light of the best economic analysis. So the alternatives ahead for labor unions are to try to maintain control over these decisions by force, and be obstructive, as John L. Lewis was so many times during the war years; or to have the major economic function of the union wither away; or to have the union turn its attention to other aspects of human life, other needs and requirements of its people. We have in process a study by the two major labor organizations, A.F. L. and C.I.O., in conjunction with a number of universities, to determine just what are the appropriate activities for non-labor groups, meaning in particular universities, in the education of union members. Obviously it is not in matters like bargaining procedure, grievance procedure, even though many universities give this kind of help. Obviously it is in the kind of area which we talk about as the general education for adults. This study, by the Inter-University Labor Education Committee, will pay attention to this kind of education. It will pay attention also to appropriate mechanisms for the use of resources from foundations and elsewhere. The attitudes of labor unions and universities toward one another is changing -- a lessening of suspicion, a growth of understanding, respect and cooperation.

In agricultural organizations, of course, we have a very

effective structure of long standing. I am just going to illustrate some of the possibilities by pointing out a couple of things. One of them is that the National Farm Institute, a national platform every year which usually pays attention to some precise problems, such as foreign trade or farm policy, this year had as its theme "The Farmer and the Free Society." The Iowa Farm Bureau Federation has under way a two-year program of study and discussion in the basic civil liberties. Many of you are familiar with the kind of activity which goes on in the Ohio Farm Bureau Federation. We have here another broad field for universities to explore, with, in some instances, perhaps, foundation aid.

5. I touch quickly upon the possibility of universities working through professional organizations, not just for their in-service improvement, not just for keeping abreast of professional developments, but to help them see better the orientation of their professions to the whole society, to see the opportunities for their profession to render particular service. In recent years there has been a heightening desire on the part of people in various professions to demonstrate that they have an importance to the society and to the large issues at stake beyond their narrow professional concern.

6. Then there is the whole field of learned societies. The relationship between the College English Association and business is a good illustration of what can be done when the professional associations are somehow or other pulled out of their pedantic ruts and confronted with the issues which are at stake at the present time and the relevance of their particular discipline to the resolution of those issues.

7. The process of self-government -- all the way from information on procedures and issues to reflections on the nature of

man and society — is one of the most educative of all activities. Democratic statesmen are educators. The federal government is too vast and remote for a single university to establish systematic relationships with it (although individual scholars can have very important influences upon individual officials). But the state and municipal governments occasionally provide universities with opportunities for service reflected not merely in bringing expert insights and knowledge to bear upon problems but also in enlightenment of both the members of government and the constituency.

8. An eighth area is the liberal arts colleges and junior colleges. A number of studies have been made, one of them by Mr. James Crimi, of Aurora College, pointing out that since the war there has been a spontaneous development of interest by liberal arts colleges and junior colleges in adult education. This has been done place after place pretty much in isolation. Apparently there has been no spreading of any single idea from a common source. These liberal arts colleges and junior colleges are looking to adult education as one of the possible ways of strengthening themselves in a period when they need support both financial and moral. They need help from universities.

9. Another area of opportunity for universities in advancing the general education of adults is that of voluntary organizations, both of national associations and local chapters or units. The "program" at meetings of national organizations is usually poorly planned and ill-prepared. Frequently the program chairman, on rising Tuesday morning, hits himself on the forehead and cries, "My God! I must have a program for Thursday!" The speech is almost a tribal ritual. Long-suffering members are surprised when they receive something good, rather than resentful when they do not. Some organizations, of course,

do have method, sequence and intelligence in their planning and presentation, but much of this area is a wasteland - dull, episodic and fortuitous. These organizations offer the educator structure, an equable social setting and a hospitality to educational purpose.

10. The institute or workshop has become increasingly important as a device in American education, for both vocational and professional purposes. It's also useful for general education. I'll outline to you the need for a particular kind of institute, and I'm just being illustrative. Coming into this country every month are many scores of visitors from dozens of other countries. Usually their stay in this country is unprofitable; sometimes it's even damaging, because their tours aren't well planned. In this country are thousands of persons such as the directors of councils of world affairs, editorial writers on newspapers, commentators on radio and television. Last fall in Harcum Junior College, there was an institute under the auspices of the Foreign Policy Association in which were brought together a number of people from Germany and a number of carefully selected people from the United States of the kind I've described. These people had previously read materials carefully prepared by the American Foundation for Political Education. They were together here for about a week with mutual benefits for each. This is obviously the type of institute that ought to be running nearly the year around.

We need the kinds of institutes that universities put on in their localities for different kinds of groups, either directed for general education or for specialized education with general components.

I've been curious, for as long as I've been with the FAE about the significance of residential adult education for the United

States. I am convinced that it is not possible to transplant unmodified the particular forms of residential adult education in Denmark, Sweden and Britain, but it is possible to use the residential experience directed for a particular purpose, call it institute or workshop, or what you will.

11. Another opportunity for universities is the rising concern for "the community", meaning the local community. The old organic community of our rural past is gone, even in small towns and rural areas. Many things that used to be done almost instinctively now must be done through conscious planning and deliberate cooperation. If we are to have a healthy social environment for our homes, our churches, our schools, our businesses, we must carefully construct it. Many interests and organizations are concerned with this. They need help from the rich resources of insights and knowledge that a university comprises. Work to this end is a good vehicle for general education, because necessarily it must stress commonality - our common heritage, common values, common problems and common goals.

12. An area in which the universities and foundations can cooperate is research. I sketch to you two aspects for opportunities in research. One has to do with the adult. We know a great deal about children. We know the difference between a four-year-old and a six-year-old, for example. In millions of homes over the country, the harried mother and father will pick up a book and learn with gratification that their little child is not a monster, or at any rate not any more monstrous than other little monsters. This age-range has been studied systematically only within the past several decades. Yet we use the word "adult" to cover the whole range of years from 18 to 80.

Here is a beautiful opportunity for a foundation to make a

lasting contribution in research, or for a university to undertake in some way or another: To follow certain people through until they're 80 or 90 or 95 years old; to dig deeper at certain crisis points of life.

Second, we need to tie in more of the research going on in universities with some of the problems that are crying for answers in adult education. I know how easy it is to make fun of the titles of doctoral dissertations or masters theses. I know that a lot of things which sound trivial are not trivial. I know also that a great many of them <u>are</u> trivial. In the university many activities relating to the adult population are bumbling along with insufficient evidence or no evidence at all. In the same university may be a graduate student beating his brains for a good subject for a doctoral dissertation. These two needs can often be put together, giving significant problems on the one hand and useful knowledge on the other.

13. Another field calling for cooperation between the university and the foundations has to do with the mass media. I mention first newspapers. One of the things required has to do with the top management and ownership of newspapers. Our working newspapermen could get out a better press than they're permitted to do. We have somehow or other to bring more publishers, owners, and managers of newspapers in contact with fine university minds to consider problems of purpose and responsibility. We need also to have varying kinds of institutes, workshops and the like for the working press. The Nieman fellowships are only one of a variety of different kinds of scholarships or shorter experiences which can be devised for people in newspapers.

Educational television is at a particularly difficult point at

the moment. It has passed from a shining ideal into a troublesome reality. It's unrealistic, I suppose, to expect a new medium being put to a new use to do outstanding work within a matter of five or ten or fifteen years. And yet that is what is being expected of educational television, and the question is whether there will be enough patience on the one hand and enough creativity on the other to have educational television survive the disillusionment which is upon us already in various places. The big deficiency of educational television, nationally and locally, is that it hasn't yet learned how to tap the creativity within the community, within the universities, the different departments and colleges within the university, within the museums, libraries, social agencies.

I will illustrate what I mean by telling you a story of a single radio series, the Ways of Mankind. There was a planning meeting to talk over ideas for a series of radio programs. These people came from different disciplines. One of the persons there was Robert Redfield, anthropologist at the University of Chicago. He suggested a program on comparative cultures. That's all he did - contribute an idea. Other persons came in at different times to do various things. Walter Goldschmidt was the subject-matter expert. Some of the writers in the Canadian Broadcasting Corporation wrote the scripts. Different talents brought together in the right way at the right time created something original and constituting a landmark in educational radio. The right person at the right time in the right combination. Sometime only a couple of hours is required. That's the kind of process which educational television will have to bring about.

Much of what I said about educational television will apply to educational radio, which, it is widely conceded, did not seize its

opportunity a generation ago, but which is struggling now to redeem itself. It's struggling against the same problem. If it is simply a radio station attached to a university, it is not likely to be very good. If it is a radio station which is able to channel a good many of the diverse expertnesses, talents and skills of a university, then it can be significant indeed. Educational radio and television are going to need a lot of money in the next few years for programming. But more than money, it's going to need brains and talents and skill and dedication. Here we have an opportunity for foundations and universities.

# #

I will mention now four motivations (this is somewhat different from the areas I've been describing), motivations by means of which universities and foundations can advance the idea of general education for adults.

14. One of them is our aging population. This is very familiar to us. It has many aspects - economic, medical, sociological, etc. But basically it is an educational problem. It is simply the question of whether before we retire we have developed our capacities, curiosities and interest sufficiently so that when we have time to do what we want to do, we know what we want to do. This is not something you can begin dealing with when you're 60, in preparation for 65, or even when you're 50, in preparation for 65. This is something which should be brought up to people vividly at a much earlier age. It's something that business has a basic stake in, that labor has a basic stake in, that the community has a basic stake in. It seems to me so obviously important and clear-cut that I can't believe that universities will miss this opportunity to hitch their vehicle of general education

to one of the powerful drives of our time.

15. Another motivation has to do with the other end of the scale of maturity -- parenthood: The desire of parents to be good parents; the desire of parents to raise their children the right kind of ways; the opportunity for parents to analyze themselves by analyzing the qualities they hope to develop within their children: the realization that if they want their children to be continually curious, responsible, they themselves must set examples. This motivation is particularly strong in young women. At the same time they can set an example for their children and develop themselves so that with the swift passage of the years, at 45 or 50, with their children gone, and they in the full bloom of health, they will have the capacity to enjoy themselves and to be socially useful.

16. Then we have another motivation - the need to develop leadership. Our society, I think, is coming perilously close to breaking down because of the narrowness of the stratum of the leadership we have developed. We have a relatively small group of people overworked, killing themselves, not doing anything very well, not having any fun. We have a much larger group of people who don't feel that they're important, who don't feel that they're useful. Systematic attempts to develop leadership in our society is another one of the drives which universities and foundations can use in the development of general education for adults.

17. I come to my final point. It has to do with a deliberate search for new synthesizing ideas and analysis. We are in an age of atomization and specialization. We need coherence and meaning. Because we know how the history of thought works, we know that there are in the making large generalizations which will do for our time or for

the future what Aristotle, Aguinas, Locke and Adam Smith did for their time. How can universities and foundations hurry these new syntheses up? Maybe it can't be hurried. But certainly it is something that would be worth a lot of money and a lot of time. We're all familiar with what Oppenheimer does at his Institute of Advanced Studies. Many of us are familiar with what Tyler is doing on the campus of Stanford. Worthwhile as these are, should they not be supplemented by task forces attacking the key problems that need large syntheses and generalizations?

###

In conclusion I want to suggest the kind of ferment we are in. I begin with three personal anecdotes.

As a farm boy in Iowa I used to roll corn. One of the fields straddled the boundary line between Monona and Woodbury counties. A line of trees marked the boundary. I used to watch that line as my horse plodded along. As I approached it I used to take a deep breath and say, "Now I'm in Monona County....", hold my breath and then say, "Now I'm in Woodbury County!" Years later, when World War II ended, I was on Guam. We were forced to interrupt a court martial I was on. I was checking plans for its resumption. I said to the presiding officer "Have I got this straight? You're going into Japan, I'm going into China, and we'll get together in China again." Suddenly I remembered the farm boy who got a thrill out of crossing a county line.

Our horizons are expanding. Many of us get on airplanes that last night were in Brazil or tomorrow will be in the Phiippines. We see homely little signs - "Fasten seat belts", "No Smoking" - in Spanish, French, Japanese and Chinese as well as in English. These

cannot help but affect our thinking. Will they not aid us in stretching our imagination?

In our home we have shown our children films taken from rockets. These children sit composedly and watch the curve of the earth, the whole sweep of California, the Gulf of Southern California, the wastes of Mexico.

We are at the door of even more amazing things. We need a new conception of human brotherhood. Will we not be aided in acquiring this conception by the new experiences we are having and shall have?

Soon men will send rockets outside our atmosphere. Cameras will be in those rockets, and films will be taken, perhaps broadcasts made to the earth. For the first time we will be able to look upon the cosmos bare - undimmed and undistorted by our atmosphere. There, on one side, like a great moon, we will see the earth, slowly turning, with its cloud banks, snow fields, deserts and greenery, continents and gleaming oceans. On the other side we will see the countless galaxies burning in primordial blackness. Think of what the study of the heavens has done to human thought. Perhaps there, from our vantage point in space, we will get the vision and perspective we need - the lonely brotherhood of man in the immensity of the universe.

# # #

APPENDIX B

CONFERENCE

on

THE UNIVERSITY'S RESPONSIBILITY

FOR THE

GENERAL EDUCATION OF ADULTS

AGENDA

THURSDAY, March 3, 1955

9:00 a.m. - 4:30 p.m.	AUEC committees: As designated by President Dwyer
	NUEA Executive Committee As designated by President Schram
6:00 p.m. - 7:00 p.m.	Social Hour - East Lounge
7:00 p.m. - 9:30 p.m.	Dinner and Evening program -- Ballroom
Chairman:	Lloyd Schram, President, NUEA
Address:	A Current Appraisal of the American University's Role in Adult Education
Dr. Cyril O. Houle,	Professor of Education, The University of Chicago

FRIDAY, March 4, 1955

9:00 a.m. - 10:30 a.m.	Plenary Session - West Dining Room
Chairman:	John B. Schwertman, Director, CSLEA
Demonstration:	How Can University Administrators Derive Ideas for Action from the Kind of Data Presented in the Working Paper?
Professor Harold Dunkel,	Author: "Humanities in General Education" Director: Pre-Collegiate Education, The University of Chicago

10:30 a.m. - 11:00 a.m. — Coffee Break

11:00 a.m. - 12:00 Noon — Group Discussions

What is the Significance of These Social Trends for Institutions and National Organizations Concerned with the General Education of Adults?

GROUP A ——— Significance for Community Relations — West Dining Room

Chairman: Carl Hancey
Recorder: James T. Carey

GROUP B ——— Significance for Better Programming — Parlor A

Chairman: L. H. Adolfson
Recorder: James B. Whipple

GROUP C ——— Significance for Better Teaching — Parlor C

Chairman: Edwin H. Spengler
Recorder: Morton Gordon

12:30 p.m. - 2:00 p.m. — Luncheon — Ballroom

Chairman: Lawrence Pelletier, Bowdoin College

Address: The Public Conscience of the University

Richard J. Storr, Historian of The University of Chicago
Author: Academic Overture
(A history of the beginnings of graduate Education in America)

2:30 p.m. - 4:30 p.m. — Group Discussions Continued

6:00 p.m. - 9:30 p.m. — Dinner and Evening Program — Ballroom

Chairman: John P. Dyer, President, AUEC

Address: The Relationships between National Organizations and Foundations in Helping Universities Meet Their Responsibilities for the General Education of Adults

Robert J. Blakely, The Fund for Adult Education

SATURDAY, March 5, 1955

9:00 a.m. - 10:30 a.m.	Plenary Session -- West Dining Room
Chairman:	Peter E. Siegle, CSLEA, Conference Director
Reports:	Groups A - B - C
Analysis:	George E. Barton, Jr., Research Associate, CSLEA
10:30 a.m. - 10:45 a.m.	Coffee Break
10:45 a.m. - 12:15 p.m.	Group Discussion on Special Interest Topics
	In What Specific Ways can AUEC-NUEA Cooperative Efforts be Brought to Bear on the Solution of Problems Indicated by Topics A through F?
GROUP A:	How can they help improve the university's relation to its community?
GROUP B:	How can they help in the development of appropriate, imaginative courses and curricula?
GROUP C:	How can they help increase the effectiveness of teaching in adult programs?
GROUP D:	How can they help find ways of financing expanded programs of liberal education?
GROUP E:	How can they help increase the drawing power of liberal arts programs?
GROUP F:	How can they help evening and extension divisions improve their relationships with other parts of the university?
12:30 p.m. - 1:15 p.m.	Luncheon --- East Lounge
1:30 p.m. - 3:00 p.m.	Plenary Session -- West Dining Room Report of Special Interest Groups
	Discussion: Where do we go from here?
	Chairman: Robert A. Love, Chairman, Board of Directors, CSLEA

APPENDIX C

National Conference on

The University's Responsibility for the General Education of Adults

Hotel Windermere, Chicago, Illinois
March 3-5, 1955

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CONFERENCE REPORT

THE CONCERNS OF THE DEAN IN UNIVERSITY ADULT EDUCATION

The Fourth Leadership Conference

for

University Adult Educators

Hotels Windermere, Chicago
March 5 - 7, 1956

PREFACE

A conference report can serve a number of purposes. It can provide a permanent record of activities and decisions for the participants in which case considerable knowledge on the part of the reader may be assumed. On the other hand, it can attempt a more complete history, providing information for those who did not attend. Also the treatment may show wide variation, ranging from straight objective reporting to extensive analysis. The report of the 1956 Leadership Conference attempts to achieve a compromise among these two sets of extremes.

Many individuals share the credit for making the Conference a success. Thanks fot their special contributions go:

to L. H. Adolfson, George Parkinson, and members of the Center staff who served on the Planning Committee;

to L. H. Adolfson, George Parkinson, and Lloyd Schram who served as chairman of the three work groups;

to C. O. Houle, Malcolm Knowles, Lois McCarthy, and Ernest McMahon who served as consultants;

to Kenneth D. Benne, R. J. Blakely, John Walker Powell and Harry Miller and his colleagues who addressed the Conference at its luncheon and dinner sessions;

and last but not least, to all the participants who make it a good conference, for in the final analysis, such a meeting can be only as good as its participation--and for 1956 that was very high indeed.

James B. Whipple
Conference Director

April 15, 1956

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F. Adult Education in the University by Kenneth D. Benne

G. The Enrollment Bulge: Some Implications for University Adult Education by John B. Schwertman

H. Roster of Participants

1

BACKGROUND

At its meeting after the Atlanta Convention, the AUEC Executive Committee decided that it would be a good idea to assemble for a two-day seminar on the "purposes of the evening college." The Center for the Study of Liberal Education for Adults agreed to plan and finance these deliberations which took place in Chicago in January 1953. Attended by the Executive Committee and the Board of Directors and staff of the Center, discussion was sufficiently provocative and rewarding to encourage a decision to make this same problem the subject for a workshop at the St. Louis meeting of the AUEC. In an unpublished report of the Chicago seminar, John B. Schwertman wrote that this "was a significant step forward in helping the Center achieve its general purpose, which is to provide aid and leadership to those forces which can help further to develop the evening college movement into a more effective instrument for the liberal education of adults."[1]

In this way the idea of a "leadership conference" was born. It is significant, however, that subsequent meetings followed, not because of a preconceived decision to hold such annual seminars, but for empirical reasons--responses have been favorable and they seem to have served useful purposes.[2]

Themes have varied considerably from year to year, ranging from the philosophical "purposes" to the practical second conference, which considered such problems as long range planning, public relations, finance, research and relations with other groups in

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[1] John B. Schwertman, The Purposes of the Evening College (CSLEA MS) p. iii; this report was never published and is not available for distribution.

[2] Tangible evidence of this favorable response is found in decreasing financial responsibility of the Center in connection with the leadership conferences. From 100% the Center's contribution has dropped to less than 50% in 1956.

adult education.[3] It would be a mistake to look for too much continuity in this series of annual meetings, but they do seem to have certain things in common. First, participants represent leadership in that they are selected largely on the basis of their being elected or appointed officers of the NUEA or AUEC. Second, while no one escapes completely from his responsibilities for the university or association which he represents, there has been an attempt to place the conference in a setting which is outside the immediate pressures of the job. Third, the deliberations have been directed toward broad problems which lend themselves to collective attack on an associational front--this, in contrast to a more narrow problem-clinic approach.

In this connection a word should be said about the Center's obligation to encourage the development of liberal education for adults. As John Schwertman pointed out in his opening remarks at the Fourth Leadership Conference, "by now I think all of you know that we hold no one definition of liberal education. We have for sale no particular brand of education--liberal or otherwise. Instead of regarding liberal education as a thing to be defined, we view it as a process for on-going investigation." He goes on to suggest that the conference itself can be a kind of liberal education in which "everyone, including our staff, will achieve a better understanding of their own educational values and aims."[4]

In a literal sense no conference has been as philosophically inclined as the first one. At the same time, to mention to a fourth characteristic, the theoretical has been

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[3] One result of this discussion was the invitation to the NUEA, whose Executive Committee and other leaders joined the Leadership Conferences in 1955.

[4] John B. Schwertman, Opening Remarks at Fourth Leadership Conference; cf. Appendix B.

implicit in all leadership conferences. Dr. V'ayne Leys, who served as observer at the first seminar, noticed the difficulty which followed from discussion at an abstract level. "Always discuss purposes within some specific context," he advised. "As a term, purposes is exceedingly slippery. It must be pinned down in discussion; it must be translated into something fairly specific."[5] In other words, faced with a specific decision in what terms do you argue that this decision would be good or bad? Perhaps, on occasion, leadership conferences have become so specific that they have lost sight of the broader issues, philosophical or otherwise, but there has been a serious attempt not to lose sight of the forest for the trees.

Finally, each one of the conferences has produced some action, by the AUEC, the NUEA, or the Center. One cannot claim startling revolutions in liberal education for adults, but each conference does represent modest beginnings in the common attack on crucial concerns of university adult education.

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[5]Schwertman, The Purposes of the Evening College, op. cit., p. 38.

II

THE PURPOSES OF THE CONFERENCE

The Fourth Leadership Conference followed the general pattern of its predecessors. Its specific purposes were stated in the introduction to the working papers.[6]

"The task of aiding and encouraging the development of leadership in university level adult education has always been given high priority by the Center for the Study of Liberal Education for Adults. The Center has seen its function, however, not in terms of imposing a set of 'leadership' principles, but as an expediter or catalytic agent working with the recognized leaders in the field. It is in this spirit that the Center has been happy to co-sponsor annual Leadership Conferences with the AUEC and beginning in 1955, jointly with the NUEA and the AUEC.

"The Fourth Leadership Conference, like its immediate predecessor, will be a joint meeting for representatives from these two major university-level associations of adult educators. Its purpose will be to consider the responsibilities of the dean or director in university adult education and to determine the major obstacles which must be surmounted to enable him to function more effectively. In other words, the objective will be to set some of the more important tasks--not to solve but to define them in such a way that they provide a basis for further examination and ultimate solution by the NUEA and AUEC at their conventions, at their regional workshops, and in their committees.

"To provide a framework for the deliberations, the task of the dean or director has been visualized in terms of his multiple concerns which are related to education for adults.

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[6]The Concerns of the Dean in University Adult Education. Working Papers to the Fourth Leadership Conference, pp. 2-4.

Perhaps it can be said that his concerns fall into three major areas, bearing in mind, of course, that each of them has some overlap.

"First, he has concerns which are largely related to the total university, including such factors as status, intra-university relations, goals of the evening or extension division, and general university policy.

"Second, he has concerns at the level of the adult education division, which involve him in problems of faculty, staff, curriculum, program planning--largely the responsibilities of an academic dean.

"Finally, he has concerns related to his participation in the total adult education movement. This relationship is less clearly defined than the other two, but it raises important questions for university adult educators relative to their participation in national or local adult education associations, public school programs, and voluntary organizations.

"The major objectives of the Conference will be:

"FIRST, TO DETERMINE THE THREE OR FOUR MOST IMPORTANT PROBLEMS WHICH REQUIRE SOLUTION TO ENABLE A DEAN OR DIRECTOR TO FUNCTION MORE EFFECTIVELY IN THESE THREE AREAS OF UNIVERSITY ADULT EDUCATION;

"SECOND, TO RECOMMEND ACTION BY THE NUEA AND AUEC, EITHER JOINTLY OR AS INDIVIDUAL ASSOCIATIONS, WHICH WILL LEAD TO SOLUTIONS OF THESE PROBLEMS AND WHICH WILL SERVE AS STANDARDS OR MISSIONS FOR THE NUEA AND AUEC.

"At meetings of adult educators we frequently tell ourselves that 'adult education is at the crossroads.' Do we really mean it or are we trying to reassure ourselves, perhaps hoping that if we say the magic words often enough obstacles will disappear?

"One dean's letter, commenting on the Leadership Conference, suggests that there may be an element of the latter. There is, he writes,

> a lack of self-confidence, initiative and boldness which characterizes adult education, particularly in our area of interest, the collegiate level.
>
> Our recent experience in meeting with a large number of Canadian University adult educators has led me to believe that they proceed from a premise of role and acceptance that almost no American can proclaim and their imaginative programs certainly show this lack of restraint.... but isn't it time that we examined this phenomenon for what it is and do some thinking about how we might overcome it? I could become excited about such a prospect.

"If we are to give our stand at the "crossroads" more positive meaning we must recognize the implications: it suggests that adult education can go the wrong way as well as the right way. Shall we wait for directions from those who know less than we? It seems clearly that this is a responsibility of the leaders of our two national organizations for university-level adult education, the NUEA and AUEC. Our sense of direction is sound; our problem becomes one of taking the initiative in removing the obstacles which stand in the way. This letter suggests one of the obstacles--there are others. The prospect is not only an exciting challenge to our leadership, but a clear obligation."

In his remarks, opening the Conference, John Schwertman emphasized the importance of adherence to the task which had been set for the deliberations. He pointed out that one is bound to ask whether the Leadership Conference contributed something special. If not, it was difficult to justify the time and money which went into the event. Directing his attention to old concerns which have been discussed many times, he made four suggestions which might help make this more than "just another conference." First, he asked the participants to be conscious of the 1955 Leadership Conference in terms of

what "it achieved and did not achieve." Second, he suggested that "we try hard not merely to reharsh old problems and rewash old dirty linen." Third, he warned against trying to accomplish too much--"let us try hard to concentrate on the three or four obstacles most ready to be attacked." Finally, he urged that the recommendations be so framed that "somebody, some organization, some committee, can actually take action. Let's not recommend something for which no clear channel for action exists."[7]

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[7]Schwertman, Opening Remarks at Fourth Leadership Conference, cf. Appendix B.

III

CONFERENCE PROCEDURES

It was one thing to set these objectives, but quite another to achieve them; the very lack of time made it difficult. To expedite discussion, the Working Document suggested some major concerns of the dean and raised c number of questions regarding possible obstacles. Worksheets were prepared for each area of concern, and these have been included in the Report as Appendix A.

In addition to this, the Planning Committee proposed a tight work schedule. On March 5 the sections were asked to identify important obstacles related to these concerns. On March 6 these obstacles were to be narrowed down to the more important ones, and by evening the groups were expected to formulate recommendations directed toward eliminating specific problems which prevented the dean from operating his adult education division more effectively. On the morning of March 7 the Executive Committees of the AUEC and NUEA and the Joint NUEA/AUEC Committee were scheduled to meet, consider the recommendations, and report to a plenary luncheon session which closed the Conference.

At luncheon and dinner meetings, the Conference was addressed by three speakers and a panel composed of the staff of the Center. Topics were related in general to the concerns of the dean but not specifically to any one area. R. J. Blakely and John Walker Powell spoke on the responsibility of the university for aspects of community adult education. They presented two interesting and quite different views of this responsibility. Kenneth D. Benne developed a concept of the university as a social system and suggested how the dean might function within it in order to carry out his

responsibility for creative administration. Harry L. Miller and the staff of the Center discussed current activities which reflected some of the assumptions behind many recent projects. Summaries of these papers are included in the Appendices.[8]

[8] Cf. Appendices C-F.

IV

THE RECOMMENDATIONS

With certain minor variations, all three sections were able to complete their tasks according to plan. The major portion of this chapter will be devoted to the recommendations of each group. With a few exceptions, the appropriate committees, meeting on March 7, endorsed all the recommendations without modification.[9] Where they did make changes or raised questions the action is indicated in footnotes.

In the interests of arriving at specific action, the final reports consisted of the recommendations only and did not include any description of the discussion which led up to them. For the Conference Report, however, it seemed pertinent to add a little flesh to the bare bones. This will not be an attempt to reconstruct the deliberations but to provide a brief, subjective analysis, suggesting possible interpretations or implications connectioned with the final recommendations.

Group I. Concerns Related to the Total University

In its final report Group I listed certain obstacles to the adult education dean's effective functioning as policy maker and agreed upon recommendations tending to overcome those obstacles.

Obstacle 1: Many universities do not understand and have not accepted the nature of the university's responsibility for adult education. In some instances, adult education is still looked upon as a peripheral activity by both the university administration and the

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[9]Since the Board of Directors was not present at the Conference recommendations directed to the Center were not acted upon; they will be considered, however, at the next Board meeting.

faculty. Many institutions have not established clearcut policies on adult education.

Obstacle 2: In some institutions there is inadequate realization that the roles and responsibilities of the adult education dean are very different from those of the other deans within the university structure.

Therefore we recommend:

a. To the Center. That it continue to sponsor conferences of presidents, members of governing boards of universities, academic deans, faculty, etc., in which these persons will meet with members of their own kind (e.g. presidents with presidents, faculty with faculty, etc.) who are committed to and believe in the importance of the role of the university in adult education.

b. To the Program Committees of AUEC and NUEA and to the Center. Regional and national AUEC and NUEA meetings, as well as conferences such as the one in progress, should include the participation of university administrators and academic leaders who are convinced of the importance of adult education.

c. To the Center. The Center should carefully prepare a select list of persons (such as department chairmen, academic deans, presidents, business, and labor leaders in the community) who are sympathetic to adult education in order that they might be made available for on-campus meetings with appropriate administrative and academic personnel at various universities.[10]

d. To the Center. That the Center might consider employing, from time to time, a resident scholar who would be an academic person interested in adult education and

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[10]NUEA Executive urged that there be further exploration of this recommendation prior to action by the Center.

seeking to do research in the field as it relates to his academic specialty. It would be hoped that some publication would result from his work and that he would be available for consultation with the Center staff. Further, that he might be available at adult education conferences of the NUEA and the AUEC.

e. To the Center. That the Center should consider establishing a national service along modest lines which would make a few well recognized educational leaders available to universities for public lectures and on-campus meetings. The keynote of this proposal is that such persons should represent the very best in their fields. (It is suggested that such a service might well operate on a self-sustaining basis through fees paid to the Center by the recipients of the service.)[11]

f. To the Center. The Center should make the results of the forthcoming President's Conference known to university presidents who do not attend and to academic and adult education deans.

g. To the Center. The Center should encourage high-level academic persons to publish articles on adult education in professional journals. These might take the form of discussing and describing adult education programs which they regard as particularly significant.

Obstacle 3. There is no generally accepted statement of desirable practices and policies governing the operation of adult education services in the universities or colleges (deans in other areas are often assisted by the existence of such statements relating to their operations).

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[11] Cf. above; same decision applied to this recommendation.

Therefore we recommend:

a. To the AUEC/NUEA Joint Committee. That a commission be set up to formulate principles and policies for the administration of adult education services in universities and colleges.

Note: This does not involve accredition in any form.

The Commission should be headed by a well recognized and highly regarded university president. Its membership should include other presidents, adult education deans, and any other persons especially appropriate to the task.

The Commission should be provided with an adequate budget provided either by the Fund for Adult Education or the Center.

The Center might serve as secretariat to the Commission.[12]

Obstacle 4. There is a lack of understanding on the part of some deans and directors of adult education as repsects the philosophical foundation for the role of the universities and colleges in adult education.

Therefore we recommend:

a. To the Center. That the Center organize a seminar of at least two weeks duration for deans of adult education which would be devoted to a study and discussion of the philosophical foundation of the role of universities and colleges in adult education. Such a seminar should be conducted by highly qualified leaders in the field.

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[12] NUEA Executive Committee believed this should be referred to the Executive Committee instead of the Joint Committee, but they endorsed the recommendation in principle.

AUEC Executive Committee voted to refer this to Joint Committee with authority for action.

Joint Committee voted to implement the recommendation and to request the Director of the Center to explore the possibility of obtaining funds to carry it out. The Director was also asked to suggest appropriate action procedure if funds were made available.

b. To the Center. The Center should finance a pilot project involving two or three institutions wherein experienced personnel of particular accomplishments might be made available to those institutions to assist them in developing their philosophies and programs in adult education.

In planning the Conference it was assumed that no group would be able to consider all the concerns, proposed in the Working Document. Rather, it was hoped that some attempt would be made to select those problems which seemed most important and most subject to common solution. Actually, this was too optimistic, because there simply was not sufficient time for adequate preliminary exploration. The explanation for the selections made by this section were quite simple--after some difficulty in agreeing where to start, the participants voted. As a result, concerns as policy adviser to top administrative officers and relations with the resident faculty became the focus for the discussion and final recommendations. Obviously there is some relation between interest and importance, but it should not be overemphasized. Many other factors may have complicated the decision and, had the conference been longer, it is conceivable that other concerns might have been included.

Behind the recommendations, two factors appear to be especially significant: one relates to the deep and continuing concern over status and prestige; the other, to the question of the differences between the role of the adult education dean and those of other deans in the university. The terms, status and prestige, are not used in the final recommendations, but they seem to be implicit in much of the discussion. This is not necessarily seen by the dean as a personal slight, but as a very definite obstacle which limits him in the effective operation of his division--if somehow he could achieve

first class citizenship in the university, many of his troubles would be over.

A number of different recommendations were proposed as ways to surmount this obstacle, but they have one interesting common denominator. This is the employment of the converted individual, who has status, to carry the message of adult education to his unconverted colleagues. Such "prestige-carriers" were to be used as speakers, consultants, contributors to scholarly journals, or as "resident scholars" at the Center. Unquestionably this would be helpful; one individual, for example, testified to the enormous value gained from having Sir Richard Livingstone on campus as the guest of the adult education dean. At the same time a word of caution is in order. It clearly was not the intention of Group I to infer that this was a panacea. Mere association with a number of prestige figures will not by itself transform the attitudes of faculty and administrative officers. It may help, however, and it is one specific measure which can be undertaken immediately.

A second factor, which is related to the unsympathetic attitude of faculty and top administrators, is based on a failure to appreciate the very great differences between the roles of the adult education dean and those of other deans in the university. At least participants placed considerable emphasis on this point during their deliberations--and they may have placed their fingers on an important problem. The final recommendations, however, do not appear to come to grips with it. At midpoint in the conference, the progress report included a tentative recommendation which stated that the "evening and extension deans should examine the nature of these differences so that he himself can be clear about them." This raises possibilities for a number of specific projects which might be undertaken cooperatively. Perhaps it is implicit in the final recommendations that

the Center sponsor a workshop of assistant deans or provide funds for consultant services; but in some ways it is regrettable that this important obstacle was not explored further and action stated more explicitly.

Purely by coincidence, Kenneth D. Benne proposed a quite different approach to these same problems. In his dinner address on March 6, he agreed that the role of the adult education dean was different and that there were differences in status or prestige; but he was inclined to look elsewhere for his solution. In connection with his analysis of the university as a social system, Mr. Benne pointed to the existence of central and peripheral regions in the university. At the center he found the dean of arts and sciences and others who are exclusively academic in their outlook. At the periphery he found the dean of the adult education division; the latter was involved in a broader social system which included the society outside the university. This created tension between the center and the periphery, but Mr. Benne believed it was inevitable and proper. If one accepts his reasoning, the dean of adult education should not try to "smooth over or erase the conflict and tension between the center and the periphery"--or in other words, it is not a case of acquring status as part of the center. Instead the dean must channel the tension "into some sort of creative relationship so that both society can become more intellectual and the university, without losing its intellectual responsibility, can become more socially responsible."[13]

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[13]Kenneth D. Benne, Adult Education in the University, cf. Appendix F.

Group II: Some Concerns in His Own Adult Education Division

In its final report, Group II made five recommendations.

Recommended: That the Executive Committees of the NUEA and the AUEC authorize their presidents jointly to send to the presidents of the several national associations noted below, a letter which embodies the following sentiment of Group II:

"On behalf of our two national organizations, we respectfully request that your association recommend to its individual members that each university take appropriate steps to see that the recent tremendous growth and progress in university adult education be not limited or arrested by current pressures from enrolment increases, but rather that this expansion be examined for the opportunities it presents for creative program planning and for experimentation concerning more effective ways of using facilities, such as space and resources, both on and off campus;

"Furthermore, we respectfully suggest that, at a minimum, an intra-university committee or conference be convened in each university to consider the problem indicated in this recommendation."

That copies of this recommendation be sent to:
Association of Land Grant Colleges
Association of Urban Universities
National Association of State Universities
State Universities Association

That information copies of this recommendation be sent to:
American Council on Education
American Library Association
National Association of School Administrators
National Council of Chruches of Christ in America[14]

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[14]NUEA Executive Committee endorsed this recommendation except for a request that National Council of Chruches of Christ in America be eliminated from the list of organizations receiving informational copies.

AUEC Executive Committee voted (1) that the president be authorized to collaborate with the President of NUEA in such a letter embodying the sentimentexpressed in the text, but not necessarily the same words; and (2) that the good offices of the CNO be requested to send copies of this letter to member organizations.

Recommended: That the Center distribute, as part of the report of this conference, the document entitled Implications of the Enrolment Bulge for Adult Education.

Recommended: That the Center explore the possibility of publishing in Notes and Essays:

a. A symposium of papers expressing informed opinions concerning the areas (specific degree programs, community discussion groups, industrial training, etc.) to which evening colleges and extension divisions should appropriately devote special attention in the next ten to twenty years in order to get a maximum of desirable social and educational effects with the institutional resources available.

b. A collection of papers by persons who have studied the various factors (population changes, industrial changes, increased addiction to continuing education, etc.) which will tend to affect enrolment in university adult education programs. Such issues of Notes and Essays would hopefully be introduced by a critical essay (on its contents; by a philosopher of adult education).

Recommended: That the Center publish materials to be used in programs designed to train persons who have never previously taught, to become successful teachers of adults.

Recommended: That the Executive Committees of the AUEC and NUEA be requested to include appropriate subject-matter specialists, or representatives of other groups with a common current interest, in future programs and meetings.

Note: There was discussion of the study and re-evaluation of methods for teaching adults (the group wished to assert the importance of such problems, but not to make any recommendations for action on them at this time.)

Group II decided to explore all five concerns proposed in the Working Document--and then added a sixth one, the enrolment bulge. The final recommendations, however, were narrowed down to three: orientation of teachers, the enrolment bulge, and creative programming.

Clearly the most pressing area of concern of the deans and directors in this section was related to teachers of their adult students. Like Group I, they realized that the term "difference" was crucial. Here, of course, it referred to the role of teacher rather than dean, but the assumption behind it is similar--the faculty cannot merely transfer its perception of teaching in the day to teaching adults any more than the role of the day dean can be perceived in the same terms as that of the adult education dean.

Including the problem of difference but also going beyond it, this group was not sure that it could specify all the characteristics of a good teacher of adults. In the special note, appended to the recommendations, this was recognized as a serious obstacle. Unfortunately, the participants were unable to discover any immediate or practical action which might help overcome it.

However, the group was able to make two recommendations regarding faculty concerns. One was aimed a new teachers without any previous experience. To help with this problem, the Center was requested to provide material for a training program. Here the group envisaged a fairly specific course; it would be similar to the guide, prepared by the Center under commission from the Fund for Adult Education, but different in that it would be designed for university teachers rather than lay leaders.[15] In earlier discussions,

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[15] Cf. Leading Group Discussion (CSLEA, 1955); This is a guide for training leaders of community discussion programs; the seven sessions, which make up the course, take up a series of problems in effective discussion leading. This is the property of the Fund for Adult Education and is not available from the Center.

the group identified three types of teachers: individuals already quite successful with adults; experienced and successful teachers of younger students; and the beginner who has never taught. The proposal for a training guide reflects a decision to start with the newcomer who can be reached more easily than those with previous experience. It differs from earlier proposals in that it suggest something more specific than the general manual of hints on teaching adults.

The veteran teachers of adults were not ignored, however. The proposal that teachers be invited to attend AUEC and NUEA meetings appears to be directed primarily at them. It should be pointed out that the proposal goes beyond a concern for teaching methods. Behind it is the assumption that this would be a mutual process of orientation in which administration and faculty would learn from each other.

Although the enrolment bulge did not consume an excessive amount of discussion time, it looms large in the final recommendations, three of which are realted in whole or in part to the problem. The bulge is seen as presenting problems at two levels: first there is the apprehension that adult education will be sacrificed in the face of pressure for teachers and classrooms for increasing numbers of undergraduates; second, there is concern over programming in the expansion period.

In accordance with the second recommendation, John Schwertman's address on the enrolment bulge has been included in the appendix to this report.[16] In this connection it is interesting to observe that the deans in this group were much more apprehensive regarding the future growth of adult education than other segments of the

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[16] John B. Schwertman, The Enrolment Bulge: Some Implications for University Adult Education; an address at the Utah Conference on Higher Education, September 9, 1955; Cf. Appendix G.

university, including presidents, academic deans, and faculty. This supports one of the findings which is developed in the Schwertman paper. The caution and cynicism of the men, who direct the adult education program, is understandable and probably very realistic. Certainly there is wisdom in constantly reminding the university that it will have increasing responsibilities for adult education after the deluge.

On the other hand the Center study does provide some tangible encouragement that, if nothing else, the expectations of the university community are favorable to continued growth of adult education. If this is so, John Schwertman suggests that there is a direct relation between the enrolment bulge and creative programming. "I cannot escape feeling," he writes, "that the crucial question is how we can turn this period of prosperity in higher education into an opportunity for qualitative growth? By qualitative growth I mean growth of concern for the intellectual excellence of our curricula and our universities."[17] This, of course, relates to the second level of the bulge problem, and Group II appears to be operating there in connection with its third recommendation which combines concern for creative programming with the enrolment bulge.

There may be a few concerns which leave a dean of the division of adult education feeling more helpless than does creative programming. In the early stages of the deliberations, the group experienced little difficulty locating obstacles; in one sense, they found too many, for it is this variety and complexity which makes it so difficulty to know where to start or what to do--except let the program grow like Topsy. Will this or that program, which looks so creative on paper, satisfy the needs or interests of the community? If the

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[17] Ibid, p. 13

dean approaches the problem from the other point of view, how does he decide whether this or that particular need should be served by the university? How does the dean find time and money and how does he locate faculty resources which are required for effective program development? These and other similar questions are complicated and they seem to lead away from particular courses or programs toward the familiar problem of purposes of university adult education.

This trend seems to be implicit in the final recommendation on the bulge. It starts with the enrolment bulge and requests "informed opinion" regarding trends which would help direct university programming toward "maximum educational and social effects." The group recognized that a beginning had been made at the 1955 Leadership Conference, but they wanted expert interpretation specifically related to adults. The recommendation also reflects a continued need for "guiding principles" which would help define the role of the university in adult education--they urged that the proposed Notes and Essays include a philosophical section which attempted to relate these social trends to university adult education.

In his address to the Conference at the luncheon session, March 6, John Walker Powell suggested a different approach to the problem of creative programming from the one employed by Group II.[18] He commenced with a description of a number of university-sponsored programs which he would like to "bring back to Baltimore." From these he ultimately reasoned that one general criterion for the university was to serve

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[18] John Walker Powell, The Commitment of the Educator, cf. Appendix E.

as a "prime agency in the development of a structure for the maturing of adult intelligence." In other words Mr. Powell was inclined to reason from the particular to the general. Group II tended toward the opposite approach. Faced with a number of problems, they were asking for a set of general principles which would serve many particular contingencies, not precisely defined or foreseen and varying from campus to campus. They showed little inclination to approach obstacles in terms of models of or experimental projects in creative programming.[19]

One ommission from the recommendations was surprising: they contained no reference to counseling. During the work sessions much time was devoted to it and discussion revealed that it was an area of considerable concern. The explanation for this apparent contradiction may be quite simple. Most of those, who were present, were not entirely satisfied with their counseling programs. Nevertheless, they could not identify any obstacles, except purely mechanical ones, because there was no common agreement or understanding of the function of counseling in the adult education division. The possibility of this occurrence was suggested in the Working Document. Perhaps the failure to produce a recommendation is merely an indication that counseling is such a new and unchartered area that it requires much further exploration prior to action by the NUEA and AUEC.

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[19] The Center has always looked favorably on attempts to start with the particular and has devoted considerable energy to it through support to institutions for experimental projects and through ideas developed on the staff; at the present time the Center is working on a report which will attempt to generalize from this experience; this does not imply a value judgment, however, because the Center also realizes there is merit in approach the problem as Group I did.

Group III: Concerns in the Total Adult Education Movement

The following principles relating to the responsibility of universities in the total adult education movement were agreed to:

A. The university has an intellectual duty and a moral obligation to cooperate with various voluntary and public groups concerned with the intellectual leadership and organizational development of adult education at the state level.

In this regard there was agreement that universities should attempt to have the local community assume as much responsibility as possible for its adult education needs and should concentrate on assisting the communities to fill these needs and to fill gaps that cannot be met locally?

B. The universities have a responsibility and concern for adult education in general and, more specifically, the universities have a responsibility:

1. To educate those who will educate adults (including both professional and leadership training).

2. To identify needs and resources, to marshall forces in the community and state who can provide adult education and to provide services to these resources.

3. To provide adult education directly in ways which are uniquely appropriate to the universities.

4. To contribute to the general body of knowledge and practice of adult education on a nation-wide basis (like philosophy, goals, direction and trends).

5. To provide as subject-matter, and intellectual and research resources for other adult education agencies and organizations.

C. It is recommended the Executive Committee of the AUEC and of the NUEA take appropriate action to see that these principles are circulated to the individual member institutions for their consideration and action.[20]

As a start toward implementing these principles, we recommend:

That the Executive Committees of the AUEC, the NUEA, the AEA, and the Center for the Study of Liberal Education for Adults each designate an official representative to

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[20] NUEA Executive Committee recommended that the Center put this in form suitable for distribution; it should be noted that the Center has prepared a release for publication in May issue of Adult Leadership.

AUEC Executive Committee voted to request Maurice Donohue to publish the text of this statement in the AUEC NEWSLETTER.

serve on a joint planning committee which will set up a program aimed at developing interest and competence in the teaching of adults among academic personnel in universities and colleges.[21]

That ways be found to enable the Center to expand and extend its program of faculty seminars at the national, regional, and institutional levels.

That the AEA be asked to continue its efforts toward developing and improving the quality and status of adult education and adult educators and specifically that it develop its professional journal in such a way that it will more adequately serve university faculty members in adult education.

and that the NUEA, the AUEC, and the Center be asked to stimulate significant contributions by administrators and faculty members, in the professional journal of the AEA.[22]

That the AUEC and the NUEA continue to participate vigorously and officially in the CNO because of its unique function as the major channel for inter-organizational communication in the field of adult education.

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[21] NUEA Executive Committee believed that additional basic facts were required before any action could be taken; it voted to refer this to the Joint Committee.
AUEC Executive Committee approved the recommendation and President Parkinson named Ernest McMahon as the association representative in the event such a committee was agreed upon by AEA and NUEA.
Joint Committee endorsed recommendation and moved the Joint Committee with the addition of a representative from AEA serve as a planning committee.

[22] NUEA Executive Committee rejected the last part of the recommendation, calling for stimulation of articles for AEA journals by NUEA, AUEC, and the Center, because it failed to see how it could be accomplished by the three organizations.

That ways be explored whereby individual members of AUEC and NUEA institutions can be recruited as professional members of AEA so that wider and better communication may be achieved.[23]

That in future Leadership Conferences of AUEC and NUEA this area of the responsibility of universities and colleges within the total adult education movement be given high priority.[24]

In any consideration of the recommendations of this section it is important to remember that the problems faced by Group III were different from those of the other two areas of concern. Concerns related to the total university or to the adult education division are familiar topics for discussion among deans and directors of adult education divisions. This was the first time the Leadership Conference has given formal consideration to the concerns of the dean in regard to the total adult education movement.[25]

In terms of outcomes, the Planning Committee had a different set of expectations for Group III. It was assumed that the deliberations would be more exploratory and less likely to produce specific recommendations for action. Thus, the excellent progress, going beyond the basic principles, is most impressive.

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[23] NUEA Executive Committee Approved this recommendation in principle but it did not see what specific action would be profitable.

AUEC Executive Committee, in order to implement this suggestion, voted to suggest to the editor of the NEWSLETTER that he publish information regarding AEA membership which would be of interest to AUEC members. It was noted that the AUEC already has a policy to plan its own annual meeting with due regard to the place and time of AEA meetings.

[24] NUEA Executive Committee approved this recommendation in principle but did not know what specific action would be profitable.

[25] In some ways, the appearance on the agenda of the concern for the total adult education movement is a matter of significance.

Underlying the recommendations there are a number of concerns which are not fully reflected in the final statement itself. These include both areas of agreement, which were broader and more unanimous than anticipated, and problems which remain as unsolved topics for subsequent deliberations.

Inasmuch as this concern was an innovation at the Conference, it is surprising how quickly the members of the group were able to arrive at consensus on the basic policy statement for the responsibility of the university in the total adult education movement. One way to obtain agreement on such a statement is to keep it vague and relatively meaningless, but this was not the method of Group III. Its statement is quite specific. Obviously there are still dangers inherent even in a good policy statement: it gives one a feeling of complacency; the job is completed and the statement can be filed. Implementation is primarily a task for the future, but there were at least two encouraging indications of continuing interest. First, Group III made a serious attempt to commence implementing the principles with the six recommendations which are part of the final report; and second, both the statement and proposals were accepted by the executive committees of the two associations.[26]

The discussion was not devoted exclusively to the responsibilities of the university for the total adult education movement. After accepting obligations, members of the group reversed the question and asked what adult education organizations could offer the

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[26]Actually, many questions were raised in the meetings of the executive committees concerning the report of Group III--more than there were concerning the proposals of Group I and II; this was so particularly in the case of the NUEA; approval in principle was clear, however, and the questions probably can be explained in terms of the innovation--there is less clarity regarding channels for action than there is with the more familiar areas of concern.

university. The Adult Education Association of the United States and the Council of National Organizations were given a rough going over in terms of very specific questions on services or benefits which might come to the university. Two or three hours were devoted to examining the problem from his point of view.

The two consultants, Louis McCarthy from the CNO and Malcolm Knowles from the AEA, produced no pat answers and the major outcome of this discussion was general agreement that there were no simple answers. At present the major advantages of closer cooperation appeared to depend on intangibles such as personal contacts or attempts at joint planning by associations such as the AUEC, NUEA, and AEA. At the same time the group did explore more specific avenues to collaboration on major concerns of the dean of adult education. There was agreement, for example, that both the AEA and the CNO could serve as channels for better communication between universities and other individuals or organizations interested in adult education.

The major concerns, however, was the faculty. There was fairly general feeling among the deans in this group that the AEA might do a great deal more for university teachers of adults. A good deal of time was devoted to a proposal that the AEA establish a special section for university faculty. It was to attract individuals whose major concern was one of the regular academic disciplines, but who had a secondary interest in teaching adults. Although this did not become part of the final report, there were two recommendations related to the problem of faculty. One urged the AEA to devote attention to developing its professional journal in the interests of the university teacher of adults. The other proposed that a representative of the AEA join the NUEA and AUEC in planning a program to "increase the interest and competence in the teaching of adults among academic personnel in universities and colleges."

IV

OUTCOMES

The most immediate and obvious outcome of the Fourth Leadership Conference is that it occurred. It was the second year that representatives from the AUEC and NUEA met together to discuss problem of university adult education. In spite of differences between the evening college and the extension division, the discussions continued to reveal many problems which are subject to common action. Furthermore, the joint meeting clearly resulted in increased confidence, mutual regard, and effective communication between the two associations.

Coming back again to Mr. Schwertman's concern that the gathering be something more than "just another conference," do such immediate and obvious results justify the Fourth Leadership Conference? Quite possibly a case could be made that they do--certainly university adult education will benefit from a common front established between the NUEA and AUEC. In addition to this, however, the outcomes of the Conference can be examined at three levels: (1) at the level of personal growth; (2) at the level of specific action to eliminate specific problems; and (3) at the level of insight into the general situation in university adult education.

At the level of personal growth, it is difficult to suggest conclusive evidence. Still, it is necessary to recognize that it is one likely outcome. Testimony from a number of individuals has substantiated the hope that participants do feel the deliberations have been rewarding to them as individuals. As one dean put it, "This Conference is a fine thing; it is the one time during the year that we can escape from immediate, day to day problems and think about the broad questions of university adult education."

At the action level, one cannot fail to be impressed by the success of all three groups: For the first time, insofar as these Leadership Conferences are concerned, most recommendations are so written that they are capable of action by the associations, their committees, or the Center. It will be recalled that plans for the Conference provided for committee meetings, on the morning of March 7, to be devoted to a consideration of the recommendations from the three sections. In many ways, these sessions turned out to be an anti-climax, because the groups left little work to be done except to make the few minor alterations which have been noted. Obviously this does not necessarily mean that all the recommendations will be carried out, but they are thoughtful, practical, and specific proposals, generally acceptable to the leadership of the two associations--and this is as far as the Conference can go.

At the level of insights, Leadership Conferences have provided a setting for the identification of areas of both optimism and pain in the movement as a whole. These insights have two characteristics. First, while they are related to the conference theme, they tend to be unstructured reflections of hope or concern which are deeper than the particular topic. Second, the sum of these hopes and concerns differ from dean to dean, but usually there are one or two which are common to all and which tend to dominate the conference.

At the 1956 Leadership Conference, the one concern which tended to dominate the thinking was the faculty. In all three sections there was this preoccupation which might be summarized in some such question as:. What shall we do about faculty?[27] It should be pointed out that this was not a concern over mechanical problems such as

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[27]It was a coincidence, and not planned, that Kenneth Benne placed so much emphasis on faculty in his address on creative administration.

recruitment or pay. In Group I it was related to faculty understanding of and attitudes toward the adult education division and particularly its dean--obstacles which prevented him from getting on with his job. In Group II it was related to training and orientation of university teachers of adults, and to the effective exploitation of the faculty as resources for creative programming. In Group III it was related to ways in which the AEA could help the university with its faculty problems. Slightly more than half the recommendations made by the three sections involve faculty concerns, at least in part--and this is not a complete indication of the extent of the preoccupation, because some of the discussion did not produce any recommendations.

Both Group I and Group II put stress on the "differences" between the day division and the adult education division. While they were clear that these differences were important for both administration and teaching, they were not clear on how this crucial factor was to be demonstrated--indeed they were not absolutely certain they could identify all the important distinctions themselves. Unfortunately, none of the recommendations attacked this particular obstacle, at least not directly. There were a number of interesting proposals, however, which do attempt to get at problems of understanding, attitudes and teaching method.

No one would be so naive as to claim that the Conference had recommended action which would eliminate this obstacle entirely. Insofar as it represents and insight, however, it suggests that for the 1956 Leadership Conference the faculty problem is the single most important obstacle which faces the dean. Ways to remove this perennial concern should demand the thought and energy of all of us who are interested in university adult education.

The dominant note of the meeting was not exclusively one of concern; there was also optimism. Comparing the 1956 Leadership Conference with previous ones, there seemed to be less defensiveness this year and more confidence in the adult education dean's power and ability to solve the status and prestige problem. Even more important, there seemed to be a growing awareness that the best way to solve this and other problems was to assume more professional responsibility for the solutions. This is expressed by a tendency to regard major problems not so much as being imposed by outside "forces" but as being caused by inadequacies and needs from within. This only occurs where there is optimism and strength and it is an indication of increasingly effective leadership among university adult educators.

APPENDIX A

Worksheets for Concerns of the Dean

From:

Working Document,
Fourth Leadership Conference

WORKSHEET FOR CONCERNS RELATED TO TOTAL UNIVERSITY

It is hoped that this worksheet will serve two purposes.

(1) It can be used as a check list of some of the areas of concern which the group may want to examine in the course of the deliberations.

(2) Questions have been raised in connection with each concern. Obviously they are not the only ones which could have been asked, but they are designed to focus attention on some of the important obstacles or problems which must be faced by NUEA and AUEC. The right-hand column has been left blank for your notes. It is hoped that as you think about these concerns prior to the meeting you will jot down the ideas, thoughts, or other questions which occur to you.

A. Concerns over the power structure of the university as an important factor in operating the adult education division.

1. What are the power and prestige factors of the adult education dean? How do you offset traditional power factors such as faculty votes and accreditation threats?	
2. Are there any special actions which can be taken by the AUEC and NUEA to assist individual deans in effective use of their power?	

B. Concerns as policy adviser to top administrative officers

1. How can the adult education dean make sure that broad and varied needs and interests of adults are considered in the formulation of university policy?	

2. What are the obstacles that interfere with the dean's perception of adult needs and interests which should be served by the university?

   Can the AUEC and NUEA help to remove these obstacles?

C. Maintenance of good relations with the resident faculty

1. What are the shortcomings or weaknesses in the present methods for dealing with the resident faculty?

2. What are some ways of improve the climate of faculty opinion about adult education?

3. Can the AUEC and NUEA collaborate on such projects?

D. Maintenance of an intellectual awareness in some academic field

1. As one individual how do you face the problem of remaining intellectually alive?

2. To what extent can the field of adult education be considered as a professional field providing stimulation for intellectual growth.

3. Do you see this as an individual problem or could the NUEA and AUEC do something to help as organizations.

E. Concern related to maintenance of the budget

1. Should the adult education dean have sufficient budget autonomy so he can invest surplus funds in program improvement?

2. Would there be any value in collecting comparative data on university budget policy in regard to the adult education division?

F. Concerns related to university public relations

1. Does the university properly utilize the adult education division as an agent for public relations?

   Does it abuse the division at the expense of education?

2. Are there some policies related to this concern which the NUEA and AUEC can help formulate?

G. Possibilities for using research resources of the university

1. What is the answer to Roby Kidd's comment regarding the tendency to escape tough problems by saying "research is necessary?"

2. What has been the impact of last year's recommendations concerning research?

3. How are we to accomplish more effective research in the field of university-level adult education?

   For instance, shall we utilize special university committees? professors of adult education? the NUEA/AUEC? the Center? others?

WORKSHEET FOR CONCERNS RELATED TO ADULT EDUCATION DIVISION

It is hoped that this worksheet will serve two purposes.

(1) It can be used as a check list of some of the areas of concern which the group may want to examine in the course of the deliberations.

(2) Questions have been raised in connection with each concern. Obviously they are not the only ones which could have been asked, but they are designed to focus attention on some of the important obstacles or problems which must be faced by NUEA and AUEC. The right-hand column has been left blank for your notes. It is hoped that as you think about these concerns prior to the Conference you will jot down the ideas, thoughts, or other questions which occur to you.

A. Responsibility for creative programming, especially for adults.

1. What are the resources available to the Deans to assist them in creative planning and how effectively are these resources being used?

   a. Within the university.
   b. Within the community.
   c. By the Center.
   d. By AUEC and NUEA.

2. What kind of activities or incentives will stimulate more imaginative programming by faculty and staff?

B. Responsibility for Selection and Orientation of Teachers of Adults.

1. What has been the impact of last year's recommendations regarding teachers?

2. What additional measures are necessary now?

3. What are the possibilities for experimenting with entirely new approaches?

C. Concerns over adequate system of communication.

1. What are the important things that block effective communications between the adult education dean and his faculty?

2. Can organizations such as NUEA and AUEC do anything to help remove those blocks? That is, are bull sessions and "problem clinics" at national meetings enough?

D. Development of effective counseling especially for adults.

1. What are the major characteristics of an ideal counseling program for adults?

Are any measures necessary to clarify the definition of good counseling for adults?

2. What are the obstacles which must be resolved to carry out the ideal program?

E. Concern over evaluation of the program for adults.

1. Precisely what do we need to know about our students, faculty, and staff if we are to keep our programs moving toward more complete realization of objectives?

2. How can we obtain necessary data without resource to an elaborate and expensive study?

3. What can the AUEC and NUEA do to help with the problems and obstacles which we face? Or what other agencies might be depended upon for assistance?

III

WORKSHEET FOR CONCERNS RELATED TO TOTAL ADULT EDUCATION MOVEMENT

It is hoped that this worksheet will serve two purposes.

(It can be used as a check list of some of the areas of concern which the group may want to examine in the course of the deliberations. In this connection Areas 1 and 2 relating to concerns at the national level will probably require major attention. Items 3 through 5 deal with concerns in re relations with the adult education movement at the local level and will probably be reviewed after the national areas of concern have been dealt with. Items 6 through 8 are, in effect, related concerns which tie into some of the other concern areas as well as this one.

(2) Specific questions have been raised in connection with each of the concerns. Obviously these are not all the questions which might be raised nor will it be possible to deal with each of them during the conference. They are, however, designed to focus attention on some of the important problems which must be faced by AUEC and NUEA with respect to their relationship to the total adult education movement. The right hand column has been left blank for your notes. It is hoped that as you think about these concerns prior to the Conference you will jot down the ideas, thoughts, or other questions which occur to you.

A. Relationships between AUEC, NUEA and the AEA.

1. Should AUEC and NUEA be represented officially in any way in the AEA?	
2. Should individual AUEC and NUEA members be urged to join the AEA?	

3. Should an attempt be made to schedule AUEC and NUEA meetings at the same time and place as AEA meetings?

4. What can the AEA offer to the AUEC and NUEA and to its individual members?

5. Can any joint publication policies or services be developed?

6. Can the AUEC and NUEA carry out any of their programs or achieve any of their objectives by working with and through the AEA?

7. In what ways can the AUEC and the NUEA be helpful to the AEA?

8. What other specific kinds of cooperative relationships or activities can be suggested with respect to AUEC, NUEA and the AEA?

9. What responsibility should deans and directors have for joining the AEA as individual members and for participating in its activities?

B. Relationships between the AUEC, NUEA and the CNO

1. Should the AUEC and the NUEA be members of the CNO and, if so, should this be the major channel for relationships with the AEA? (i.e. the organization representing the total adult education movement.)

2. Is there some other kind of relationship - advisory or consultant - that should be established by the AUEC and the NUEA with the CNO?

3. In what ways can the CNO be helpful to the AUEC and the NUEA or to its member institutions? (communication? referring voluntary organizations to universities and colleges for assistance? arranging contacts between universities and colleges and labor and management groups?)

4. In what ways can the AUEC and the NUEA be helpful to the CNO?

5. What other kinds of specific activities can the CNO and the AUEC and NUEA undertake on a mutually helpful and cooperative basis?

6. Should a separate council of National Professional Associations be set up within the AEA? (which would serve as the major point of contact between the AUEC, NUEA and the AEA.)

C. Duties of adult education dean or director in re local Adult Education Movement or Association.

1. Is there any reason why a dean or director should be concerned about having a local adult education council?

2. Will a good council help or hinder the work of the local colleges and universities in adult education?

3. To what extent should an adult education dean or director undertake responsibility for starting or supporting a local adult education council?

4. Can the dean or director be more effective by concentrating on his own program or by spending a portion of his time working with the secondary schools and voluntary organizations in promoting a broad adult education movement in the community or region?

D. Relationships Between evening colleges or extension divisions and voluntary organizations carrying on adult education.

1. Does the college or university have any responsibility for working with voluntary organizations (such as PTA, League of Women Voters, Health Agencies, etc.) which have their own adult education programs?

2. How can the college or university decide which - if any - voluntary groups it should work with? What should be the criteria and conditions for working with such voluntary associations?

3. What kinds of work should the colleges and universities do with the voluntary organizations? (merely leadership training, assistance in program planning, evaluation or actually participating in running programs?)

4. In working with voluntary associations, what kind of fees should be charged?

E. Relationships between evening colleges or extension divisions and organizations sponsoring "packaged programs."

1. Should universities and colleges co-operate in any way with organizations which are carrying on "packaged programs?" (such as Great Books, Foundation for Political Education, Fund for Adult Education discussion programs).

2. What should be the goals, objectives and rationale for such cooperation when it is undertaken?

3. What kinds of services should the colleges and universities provide - if any -: training the leaders; merely offering physical space; sponsoring and recruiting for the program; providing faculty; evaluating the program?

4. What kinds of fee arrangements should be made in connection with such programs?

5. Should the college or university have some scope in modifying or changing the program?

F. College or university participation in community improvement and action programs.

1. Should colleges and universities take any part in adult education programs which are aimed primarily at dealing with basic problems or at stimulating citizen action in the community?

2. If so – what kind of participation should be undertaken? (Training leaders for any community program offering college facilities? Helping to plan the program? Proposing a plan of action?)

3. How can the college or university decide which community action projects it will participate in? (Only non-controversial programs? Only those which are consistent with the objectives of the university?)

G. Participation in research and experimentation in adult education.

1. To what extent should the university be responsible for knowing about and being aware of all recent experiments and research in areas such as group work, discussion techniques, use of audio-visual aids, human dynamics and the like which may have some impact on adult education?

2. In what ways should the university participate in such research and experimentation – even in cases where experimental programs are not developed or sponsored by the parent institution.

3. To what extent should the university attempt to develop new and original research and experimental programs in teaching adults, evaluation of adult learning and the like and, in this connection, what responsibility does it have for trying to involve faculty from the regular college or university in such programs?

4. Under what conditions should the evening college participate in experimental programs that have been developed outside of the college?

H. Assessment of community-wide adult education needs and interests.

1. Does the · · university · · have any responsibility for actually going out into the community to find out what the hidden needs or interests in adult education programs may be or should it merely meet the expressed needs of groups coming to the college for programs?

2. If it feels that it should attempt to determine the community needs, should it participate with other colleges and universities in such needs-surveys and should it work with non-college groups or should it conduct such surveys merely for itself?

3. In conducting community-wide needs and interest surveys should the college participate in terms of consultant work and planning or should it assume some concrete responsibility for conducting and financing the survey?

APPENDIX B

Introduction to the Fourth Leadership Conference

Comments

by

John B. Schwertman,
Director
Center for the Study of Liberal Education for Adults
March 5, 1956

INTRODUCTION TO THE FOURTH LEADERSHIP CONFERENCE

I - The Role of the Center

First I want to say a word about the role of the Center. We have come to regard the encouragement of a professional leadership for university adult education as one of the main aims of the Center. One of the ways to achieve this aim is to serve as a kind of 'catalyzer' to the forces, trends, ideas, and concerns that are "alive" within these two most important organizations of university adult education leaders. Three of these major concerns comprise the substance of this conference agenda.

So first of all, for our staff this conference is another opportunity to be of service to the NUEA and the AUEC in the effort further to develop and strengthen a professional leadership in university adult education.

Secondly, a conference such as this is always a fine learning opportunity for the Center staff. The ideas we try to identify and test in action do not result from our sitting here in Chicago contemplating our own intellectual navels. By and large these ideas and actions are suggested by you. Our job is to learn from you so that we can be of help to you.

In a small and modest way, our staff is already a peculiar institution. We try to be empirical, though not aimless; we try to be an initiator, though not an imposer; we try to be a catalyzer, though not a propagandizer for any one point of view. True, we have a basic commitment to further the cause of liberal education for adults. But by now I think all of you know that we hold no one definition of "liberal education." We have for sale no particular brand of education -- liberal or otherwise. Instead of regarding "liberal education" as a thing to be defined, we view it as a process for on-going

investigation. In this process we believe that everyone, including our staff, will achieve a better understanding of their own educational values and aims.

Of course, our staff members have professional futures to think about. But so far we have been successful, I think, in not permitting the Center to be used as a vehicle to achieve personal ambitions. In our relationships to all of you, it is good that our staff members have a certain objective disinterestedness, a commitment to realties and truths wherever they may lead, and a certain minimum dependence on political factors that operate in your organizations. My ideal for the Center staff is an image of public service, not at "chore boy" level but at the level where policy and purpose operate. Perhaps the nearest analogy (on a larger scale) is the British professional undersecretaries to the ministries of the Crown, a concept of public service not yet fully developed in our own country.

All this is preliminary to asking you, as you deliberate these next few days, to keep in mind two questions about the Center's future role in these annual leadership conferences:

1. Should the time come when the Center can no longer support these conferences, under what conditions would these mid-year deliberations be valuable enough to command the full support of these two organizations?

I believe it is well to ask this question, not at a time when there is a threat to discontinue the Center, but at a time when our future, although probably assured, is not yet altogether clear as to precisely what activities we ought to undertake.

2. So long as the Center is able to support these conferences, how best can we contribute to their financing and their programming?

Another way of putting this question is: What should the Center try to influence these conferences to achieve?

II - The Purposes of this Conference

Although the purposes of this Conference are clearly identified in your working document, I should like to re-state them in a slightly more inclusive way.

Overlaying the specific purposes stated in the working document are three more general ones:

A. This Conference provides an opportunity for your own key organizational committees to meet at a time between and before your annual conventions. This gives me an opportunity to express the Center's appreciation for your prompt willingness to contribute from your organizational budgets approximately 25 per cent of the conference expenses. In addition, we are grateful that in the great majority of cases your own institutions were generously willing to pay travel expenses for participants. The net result is that both your committee meetings and this joint conference can be held at a cost less than it would have cost to hold your committee meetings alone. In a sense, then, the conference itself is something of a free bonus and then some!

B. The second overlaying purpose of this conference is to provide a further opportunity to increase coordination between these two organizations. Last year I believe a landmark was established by the creation of the Joint NUEA/AUEC Committee. We hope that a major result of this conference will be to help this Committee function even more effectively by giving it a few basically important tasks to do.

C. Beyond coordination, the third overlaying purpose of this conference is to outline a number of actions that can be undertaken either jointly by these two organizations or by each organization, and by the Center.

From your good letters and our interviews with some of you, the Planning Committee decided to focus action possibilities on three major areas of concern* to all of us:

1. Your concerns as an officer within the total university structure;

2. Your concern as an administrator and educational policy-maker within your own adult education division; and

3. Your concern as a part of something imprecisely called an "adult education movement."

In your working papers we tried hard to spell out as inclusively as possible all the factors that are involved in the three areas of concern. With this material as a starting point, two clear and specific objectives of the conference were listed:

First: To get a measure of agreement on the very few problems, blocks, obstacles that stand between the adult education dean or director and a more adequate fulfillment of his responsiblities in these three areas; and

Second: To recommend a limited number of the more important actions that might be taken to remove these obstacles.

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*I believe it is fairly clear what we mean by "concerns." As I listened to planning discussions for this Conference I believe the term "concerns" was meant to embrace a meaning which runs the gamut from worries or anxieties to responsibilities to opportunities.

I should like now to make four suggestions especially relevant to areas #1 and #2 -- concerns within the total university and concerns within your own adult education division:

1. Let's pay attention to what this conference achieved and did not achieve last year. To help do this there is at the very end of the working document an excellent summary of last year's actions and the extent to which they were carried out during the year.

2. A second suggestion is that we try hard not merely to re-hash old problems and re-wash old dirty linen. For many of you, certainly for me, when I read through the final working document I had a slightly nauseating feeling that this is where I came in four years ago. Yet the problems and concerns with us four years ago are still with us today. They will probably be with us to eternity. The challenge then, I think, is each year to confront old problems with new and fresh insights.

3. A third suggestion is that we try not to do too much. Let's try hard to boil down the mass of concerns and interests to the three or four problems most ready to be attacked. Groups #1 and #2 should arrive at this point not later than late Tuesday morning so that formulating action recommendations can command the final few hours the groups will be meeting together.

4. Finally, I suggest that the action recommendations be so framed that somebody, some organization, some committee, can actually take the action. Let's not recommend something for which no clear channel for action exists, or for which no clear channel for action can be realistically created. In short, in framing a recommendation, please have clearly in mind one or more groups to which that recommendation can be referred. To help you do this, the Group chairmen on Tuesday will distribute a check list or inventory of channels for action that now exist.

In conclusion, I should like to say a few special words about the third area -- the dean or director's concern for himself and his operation as a part of something imprecisely called an "adult education movement."

In previous conferences we touched upon this area whenever we considered the community relations of the university. But in this conference we suggest that you do something different. Instead of focussing your attention very broadly on relating to a wide variety of community groups, focus attention on the organized agencies having direct influence and responsibility for the total adult education movement. In short, what is your concern with local, state and regional councils for adult education, with the Council of National Organizations, and with the Adult Education Association itself? Are we a part of these organizations, or do we exist apart from them? Etc.

Because for this conference this is a new area for discussion we have deliberately allocated a slightly disproportionate amount of general session time to this concern. And I hardly need tell you how fortunate we are to have in this conference exceptionally fine resource people to help us in our deliberations.

And because this is an area receiving systematic attention in this conference for the first time, it is likely that group #3's recommendations may be somewhat of a different nature than those produced by the other two groups. That is, instead of specific actions that may be premature, Group #3 may be most helpful if it produces some broad policy manifesto about the university's responsibility in helping to create a significant adult education movement in this country. By saying this I do not mean in any sense to rule out action recommendations where action may now be possible.

It should not be necessary to remind you that the Center is not trying to "sell" you on the AEA or on any other organized group directly related to the adult education movement, But we of the Center do detect a number of tensions and trends that are apparent as adult education strives to "come of age," struggles to define what it is as a national force, endeavors to determine why it exists and for whom. In this connection I hope all of you will read Mr. Knowles Report, included in your working document, because this Report is of some historical significance.

Underlying our concerns for area #3 is a strong feeling that our universities and their resources have manifold responsibilities for providing leadership to the organized adult education movement in this country.

. . . . . .

If in one brief sentence I could suggest a "tone" for this conference, it would have something to do with the adventure of putting ideas to the test of cooperative action.

APPENDIX C

Statement of Assumptions Influencing Center Activities

Document for Panel Discussion
by
Staff: CSLEA

March 5, 1956

Luncheon Session

Monday, March 5

A panel of Center staff members is planned for this period, to discuss aspects of the Center's work. Listed below are some of the assumptions, some old and some new, on which many of our recent projects to be discussed are predicated.

1. A belief that for very many adults general or liberal education should in large measure come not before or during specialized learning, but after it. Thus, general or liberal education becomes a principal responsibility of adult education.

2. A belief that liberal education for adults needs to be planned to adjust to the rhythms of adult life, and to meet the needs for understanding which grow out of the adults' experience and milieux.

3. A hunch that college instructors cannot be seduced by "improvement of instruction" approaches, but may respond to "learning about learning," which is less ego-threatening.

4. A belief that one of the most promising areas for liberal adult education is the development of programs for programs for professional and business people who have already had a lot of specialized education.

5. A conviction that whatever is done for professionals and business people has to be framed in terms or formats other than the traditional course format.

6. A belief in the value of developing the concept of the Center as a quasi-independent agency which can benefit both organized philosophy (like FAE) and organized associations (like NUEA and AUEC) by means of three functions: initiation of new ideas

and new activities; serving as a broker for helping to determine the most promising ideas and activities in which to invest money and effort; and being a catalytic agent for quickening those desirable change-trends that already exist in the field.

7. A belief that major effort should concentrate less on trying either to coordinate a whole "movement" or changing a heterogeneous association, and more on working with an association's leaders and with its more imaginative individuals and institutional members.

8. A belief that the Center should work primarily with the agents and agencies of university adult education, instead of trying to reach large numbers of adult consumers directly.

9. A belief that the Center's purpose--liberal education--is not a thing to be defined so much as it is a process to be explored in an on-going way. Hence, the Center believes that its effort to clarify its purpose is best undertaken as an inquiry into at least the several more important methods by which liberal education is usually defined.

APPENDIX D

The University and Adult Education

Summary of an address
by
R. J. Blakely, Manager
Central Region,
Fund for Adult Education

March 5, 1956

Note: Unfortunately Mr. Blakely spoke from notes and his address was not transcribed; however, he has provided us with a summary of his major points.

Summary of Speech made to NUEA - AUEC Conference -- March 5, 1956

In early civilizations, whatever degree of freedom was permitted was individual freedom. The distinguishing characteristic of freedom in the modern world is that, in in free societies, not only is freedom given to individuals, always within sharp limits, of course, but also to organizations. At the top of the hierarchy of organizations given freedom are the professions. Beneath the professions is a range of other organizations given freedom and exercising measures of control. In the United States voluntary organizations are of particular importance.

The University is at the same time (1) an organization that is given freedom; (2) a collection of professions; and (3) an agency which has intimate relations with many other professions and organizations; particularly does it have training (both preparatory and in-service) relationships with professions and organizations.

Houle describes the Adult Education profession as the apex of a triangle. Beneath the apex is a stratum of paid persons in professions and organizations who have a concern for the education of adults. And the base of the triangle is made up of the volunteer workers in the education of adults. I suggest that another triangle be imposed upon this triangle, an inverted one, with the apex overlapping the apex of the Houle triangle. This triangle represents the university. The apex are those in the university who deal with adults (including the professional adult educators in universities, but others as well). Above that is a stratum of the subject-matter experts. And above that - the base of the inverted triangle - are the researchers. The university can play its role in adult education best when a fruitful and effective play of influence is worked out between these two

triangles at all levels - from research and subject-matter specialties in the university to the paid and volunteer workers in the professions and voluntary organizations, with the professional adult educators acting as the communicators and interpreters.

APPENDIX E

Commitment of the Educator

Summary of Address
by
John Walker Powell,
Author,
Baltimore, Md.

March 6, 1956

Note: The complete paper will be published in Adult Education in the near future. It also should be noted that the material was taken from the author's forthcoming book, due for publication in the Fall, 1956. Tentative title for the book is Learning Comes of Age.

THE COMMITMENT OF THE EDUCATOR*

In preparing to write a book on adult education, I toured the United States observing programs, and I found anumber of them that "I would like to bring back to Baltimore." For example, there was the San Bernadino Project which involved the whole town, from all segments and ages of the population, in a common discussion uring radio, newspapers, and parlor meetings. A second example was the system of Neighborhood Colleges, which were established in libraries by the University of Louisville, to provide both formal and informal education for adults. A third example was the adult education council such as the one at Denver, or Chattanooga, or Akron.

All of these projects had one thing in common: they involved the college or university which had "broken down its walls, opened its doors, and gone forth." These institutions had taken extra-mural programs out into the community; they were helping to change the community and were being changed by their experiences. Such institutions can be set in striking contrast to others which insist on remaining behind closed doors and maintain a kind of strict formalism.

The university must assume a crucial role in the development of a structure for the maturing of adult intelligence. An analogy may be found in biology, engineering, or architecture. The organism--or architect--responds to stress by creating a structure to meet it. In the face of social stress society's structure must be the mobilization of intelligence. At least in the west, it has always been the role of the university to

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*Summary was prepared by James B. Whipple.

serve as the seat of scholarship, dedicated to the pursuit of truth, and champion of intelligence as structure.

The philosophy of adult education focuses on three values: (1) the individual; (2) the society which is necessary to the individual's life growth, and maturity; and (3) the democratic process which in our society is the individual's "guarantee of value as a man." To achieve these values the adult educator must generate "wider and deeper communication among growing numbers of people about more and more important things. Communication is the absolute requirement--the sine qua non of society--meaning literally making common certain matters of knowledge and purpose, of belief and feeling, and of action. In contrast to this, lies, prejudice, and ignorance are the enemies of communication.

Although a majority of leaders must be laymen, the university's responsibility is to provide a core of professional adult educators who go out into the community to help develop wider and wider circles of communication, providing the structure for the maturing of adult intelligence.

Energy for this activity ultimately comes from "affection for people" and its courage from faith in them--a feeling which extends, not only to the living but to creative, curious, and comprehending people from many times and sources.

APPENDIX F

Adult Education in the University

Summary of an Address
by
Kenneth D. Benne, Director
Human Relations Center and Berenson
Professor of Human Relations

March 6, 1956

Note: The complete address has been submitted for publication; ultimately, in one form or another it will be distributed by the Center.

ADULT EDUCATION IN THE UNIVERSITY*

One novel, and perhaps useful way to examine the problems of the dean of adult education is to look at the university as a social system. The central concern of a university is to achieve, extend, and maintain abnormal accuracy and refinement of statement and symbolic formulation. (This is a scientific way of saying the university is concerned with the whole scholarly apparatus which is familiar to every one associated with an institution of higher learning.)

As a social system the university population consists of four parts. First, there is a small resident population which is dedicated to the scholarly apparatus. Then there is a migrant population made up of graduate students; they are closest to the residents because most of them are planning to become part of the university. A larger group os migrants are the undergraduates; they are aliens and are regarded with suspicion by the resident population. Even more alien, however, is a third segment of migrants--the adult students. The adults represent a threat to the resident population on two counts: first, they represent other social systems which some times have higher prestige than that of the university; second, they come to the university with the public concerns of the outside society.

II

If we are to perform creative administration, it is necessary to look more closely at the functions of the resident population. Borrowing but expanding Bacon's etymological

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*Summary by James B. Whipple.

classification, the resident population consists of ants, wasps, spiders, and bees. In other words, there are archivists, critics, speculators, and researchers. The accumulations of the ants, the pitfalls pointed out by the wasps, the speculations of the spiders, and the research of the bee--all these are extremely important.

III

A third question which must be put to a social system is what are its central and peripheral regions? Centrality in a university is measured in two ways: first, in terms of resistance to norms and influences of other social systems; and second, in terms of dedication to the maintenance of the university as a social system. By such measurements, one finds the department of arts and sciences of the graduate division at the center; on the periphery there would be the professional schools and extension activities of various kinds.

Those at the center tend to be largely cut off from outside society; while those on the periphery have contacts with the outside world and must respond to the problems, demands, and pressures of other social systems. Within the social system of the university, this results in tension and conflict. This is a good thing, however, not an evil, because both center and periphery have virtues and sins which can offset each other. The center's virtue is its maintenance of precise, accurate, sufficiently qualified statements and its insistence that any knowledge is tentative; on the other hand its sin is its ivory tower which keep it isolated from actual field situations. The periphery has this contact with the outside society. Its virtue is this contact with field situations, involving interests and concerns of other segments of society. There are also dangers, however; there is a

tendency under pressure of importance for rhetoric to replace logic, for wish-fulfillment to replace rigorously tested statements--that is, the periphery may be tempted to yield to rhetoric without submitting an idea to the intellectual testing demanded by the center.

IV

The relation between all this and the dean of adult education is quite apparent--probably there is no place in the university where the conflict and tension are more in evidence. The adult student comes with specific demands for solutions to practical problems, and the answers cannot be supplied by the mere transference of the scholarly apparatus of the center. It represents problems in the application of knowledge to practical affairs, but with due regard for the virtues of the center's preoccupation with precision, accuracy, and its insistence on the tentativeness of all knowledge.

As we have seen, these outsiders appear as a threat to the center. As administrators we often appeal to the center in such terms as: You should be of service to your fellow man. This may be fine, but it is not enough. Instead we should appeal to the fundamental concerns of the center. Three possible approaches will be suggested. First, it provides the center with an ideal opportunity to experiment with the application of knowledge. Second, the adult student can provide the professor with insights into gaps in existing knowledge--places where the university does not have the answers. (This presumes that, if permitted to do so, the adult will ask this kind of question.) Third, one of the best ways to become a better teacher is through the process of teaching adults.

The art of creative administration, then, is not to try to smooth over, to erase the conflict and tension between the center and the periphery, but to try to channel it into some sort of creative relationship so that both society can become more intellectual and the university, without loosing its intellectual responsibility, can become more socially responsible. No where in the university is this job of creative administration more important than in the adult education division.

APPENDIX G

THE ENROLLMENT BULGE:

Some Implications for University Adult Education*

by

John B. Schwertman
Director
Center for the Study of Liberal Education for Adults

*Dinner address given at the Utah Conference on Higher Education, Carbon College, Price, Utah, on September 9, 1955.

ACKNOWLEDGEMENT

The writer is indebted to his colleague, James Carey, for assistance in preparing this paper. Mr. Carey not only helped plan this study whose data serve as the basis for this paper, but he assumed complete responsibility for the analysis of the data. Although Mr. Carey contributed his own interpretation of the data, the inferences presented here are entirely the responsiblity of the writer.

In this paper the citation of statistics is kept to a minimum. However, later this fall Mr. Carey and the writer expect to publish a more complete statement on the findings of this study.

Chicago, Illinois
September 1, 1955

John B. Schwertman

Growth of Adult Education

Despite this current era of "cold war neurosis" we remain an optimistic nation. Money still "talks"; and the best non-expiring "meal ticket" is the diploma or sheepskin. Financial independence and education are close correlates and they are roughly equated to the "good life." Hence, it is not surprising that in this country the motivation for adult education is essentially economic, whereas in Europe it has been political and ideological. For example, in Scandinavia adult education has been identified as a "folk movement" for the elevation of an entire social class; in America adult education remains identified with individual opportunity to move upward out of one's social class.

Thus, it is also not surprising that in America, adult education has been accepted, however reluctantly, as a responsibility of schools and colleges; whereas in Europe it is still regarded more as a responsibility of a political party, the church, or the Labor movement. This identity of adult education with schooling has resulted in adult education roughly following the same growth pattern as higher education in general.[1]

During this current enrollment bulge can we expect adult enrollments to increase? And if so, will the increase be proportionally less, the same or greater than the undergraduate, day enrollment?

To suggest an answer to these questions -- and to those questions to follow -- we recently surveyed college and university presidents, adult education deans, other day division deans and faculty members in institutions throughout the United States.

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[1] This conclusion is supported by a Center study made last year. Enrollment expansion in adult education closely parallels enrollment expansion in general. This study will be reported in the forthcoming book on the evening college by Dean John P. Dyer of Tulane University.

Practically everyone believes that adult enrollments will increase either at the same rate or greater than the rate of increase in other university divisions. Only about 3 per cent feel that the rate of increase will lag behind other university divisions; and less than 3 per cent see any chance of an actual decrease in adult enrollments. Adult education deans and faculty members tend to be more "bullish" about the market for adult education than do the presidents and day deans. However, there can be little doubt about the existence of a general optimistic, expansion feeling. Strangely enough, although the adult education deans were understandably the most optimistic group, this group also contained slightly more pessimists than the other three groups.

What Kind of Growth Can We Expect?

We are naturally interested especially in how liberal education is to fare during this enrollment boom.

Bearing in mind that the general opinion is that all kinds of adult programs are in for a bull market, some interesting differences of opinion can be noted.

Presidents and faculty members appear to see the future growth of university adult education somewhat more in terms of non-credit programs than in credit programs. One especially interesting thing was that the responses from Presidents and faculty indicated a mixing up of what they thought would happen with what they thought ought to happen. There can be little doubt that there is a general tendency, especially among presidents and faculty members, to look with favor upon an expansion of non-credit programs for adults. This bullish attitude, however, is tempered with considerable skepticism about non-credit expansion being able to compete successfully with the increased demand for credit work. Adult education deans went out of their way to express regret that non-credit liberal arts

programs would probably get short-changed during this boom period. These deans see the greatest demand being for vocational credit work. The day deans see the greatest demand as being for their liberal arts products -- both credit and non-credit.

One cannot escape the general inference that liberal arts credit work will get its share of the increased business, and that liberal arts non-credit expansion may fare less well. But we should not ignore the strong moral support which non-credit liberal programming can command within the university. This is especially encouraging to me, for I have become increasingly convinced that we most badly need bold and imaginative leadership for adult programs that do not merely parallel the regular vocationally-oriented credit programs. The responses in this study tend to support the belief that the chief obstacle to bold expansion of non-credit liberal arts programs is the feeling, justified or not, that the great majority of adults enroll for courses because of a basic economic and utilitarian motive. I am not in a position to say this is not true.

In summary, I see no evidence that the increased adult enrollment will differ greatly from the kind of adult enrollment we now have. I would only point out the possibility that university educators would like to change this picture if they could. That is, they would like to see more expansion of adult interest in cultural growth rather than economic gain.

Experimental Programming

Closely related to whether we are going to get the kind of adult education growth we ought to get, we asked how the enrollment boom would affect opportunities for experimental programming in adult education. Behind this is an anxiety growing out of our experience since 1951. Stimulated by such organizations as The Fund for Adult Education

and our Center, we have witnessed the exciting development of a number of imaginative leaders and experimental programs.[2] Would this experimental attitude be arrested by the influx of adult students who demand the traditional "bread and butter" menu? This is our anxiety.

Except for the day deans, a clear majority of our respondents believe that the enrollment boom period is a good time to experiment.

In analyzing the responses there were some encouraging signs and some discouraging ones.

To me the most encouraging sign was that the faculty are the most experimentally minded of all. This tends to confirm our feeling that universities have not yet adequately tapped faculty resources for adult education. Given more freedom from the credit curricula's elaborate systems of rewards and punishments, and given more adequate prestige and financial rewards for effective adult teaching, we may spring loose from our faculties a surprising array of imaginative curriculum ideas. We have evidence that many faculty people have for a long time been nursing a "dream course" which they can share with matured fellow-adults. This springs in part, I believe, from a faculty member's reaction against teaching his beloved special "field" in graduate curricula that are themselves not much more than advanced vocational training.

Other encouraging signs are the extent to which many of our respondents advocated specific kinds of desirable experimental programming. Those most frequently mentioned

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[2] A list of fifteen such experimental programs was presented by the writer this morning at the Sectional Meeting on Adult Education. See "Planning for Growth in Adult Education."

were: Programs directly aimed at community improvement; programs for older people; more effective use of mass media -- especially TV; close ties with industry in order to take advantage of industry's renaissance of interest in the liberally educated industrial leader; the need for experimental degree programs "explicitly for adults"; and the need for trying out new instructional techniques and materials -- especially the "case study" approach.

The last two are of special interest to us because we too have felt a need for general education degrees (particularly an MA in general education) for adults whose previous degrees are specialized; and we too have become increasingly interested in the "case study" method as being especially effective in adult education.

There were, in my judgment, at least three discouraging things about the responses concerning experimental programming.

First -- there was little or no evidence that there may be a deep spiritual and esthetic thirst in our utilitarian, "lonely crowd" culture. Thus, there was little mention of the existing need to be met by such programs as Great Books and such concepts as residential adult education.

A second discouraging sign was the omission of any awareness of the opportunity to undertake experimental programming with organized labor. Thus, we ignore one of the great forces of this century, and further strengthen labor's suspicion that universities are largely management oriented.

Thirdly -- it was discouraging to see no mention that there should be at least some plowing back of adult tuition income into experimental programming for adults.

The Use of University Resources

During the past year we discovered a good bit of concern, especially on the part of adult education deans, about whether they would be able to obtain faculty and physical facilities adequate for the increased adult enrollments.

A large majority of the respondents believe that the adult enrollment boom will require both more day faculty people and more part-time faculty from the community. This would suggest the need for universities to give some thought to the problem of recruiting and and training part-time faculty members, but our study revealed no evidence that this kind of planning is contemplated.

Both the presidents and the faculty members were the most convinced that many more part-time community people would be used. The day deans and adult education deans tend to feel that most of the new teachers should be drawn from the faculty instead of the community. This did not surprise us coming from the day deans, who usually try to keep adult education academically "pure," but it did surprise us to note that the adult education deans tend to be less than enthusiastic about using community people as teachers. In fact, this study tends to conform our feeling that adult education deans frequently wish to be just as academically "pure" as their peers -- the day deans. This may be a "holier than the Pope" sort of attitude.

Of course, almost everyone believes that more physical facilities, especially space, will be needed. The question was whether the university itself should provide these facilities or whether there should be a greater extension of classes into off-campus, community locations. This latter notion has sometime been referred to as "urban extension" or "rurban extension," i.e. extension into non-farm rural areas, especially suburban areas.

On the whole, the presidents and faculty seemed more ready to take the university off the campus than do the day deans and adult education deans. Again, the deans may be assuming that there is something about the "halls of ivy" which helps keep standards up. If indeed this is an assumption, I wonder if we might need some research on the relationship between where classes are held and the level of academic achievement of the adult student? Better still would be a study of the informal versus the formal atmosphere as they affect adult learning outcomes. We tend to believe that club-like and residential locations enhance learning for some adult groups, especially executives and professional people. On the other hand, we know that many adults prefer to be "on campus," In an unfriendly moment someone has referred to these adults as "chalk smellers." Be that as it may, what we need to increase -- either on or off campus is the kind of informal but intellectually flavored atmosphere connoted by the term "seminar." I am convinced that one of the worst ways to expand facilities for adult education is to move into public school rooms that contain bolted down rows of desks with crusty ink wells.

Autonomy for Adult Education Divisions

Within universities, adult education divisions are of all shapes, sizes, names and degrees of independence. Most frequently the adult education dean has some autonomy on budget (so long as he makes a "profit"), promotion, scheduling and related matters. The matter of faculty supervision and appointment is usually a mixed and controversial affair. The adult education dean is likely to have least autonomy on such matters as degree requirements and standards. There can be little doubt that adult education deans are most concerned over the question of his status as an educational policy maker within the university system. Is he to be considered an educational officer or merely a coordinator and promoter?

In our study we tried to find out whether the enrollment boom was or was not likely to increase autonomy for the adult education division.

The presidents and faculty members split evenly on this question. Half thought there would be more autonomy and half thought there would be little change. Hardly anyone thought the adult education division autonomy would diminish. The faculty were inclined to favor more autonomy, which surprised us somewhat. The adult education dean also favored more autonomy for his division, but this feeling was not as strong as we had expected. Some of the adult education deans went out of the way to state that they did not want more autonomy. As was expected, the day deans are least enthusiastic about giving the adult education division more autonomy.

Academic Standards

We come next to what has been called "the Achilles heel" of adult education -- the matter of academic standards. Would the adult enrollment boom tend to lower them, raise them or what?

About 8 out of 10 of our respondents did not feel that standards would be adversely affected by the enrollemt boom. However, when pessimism did appear it occurred most frequently among the faculty group. When compared with the other groups the day deans showed both more optimism and more possimism at the same time. No doubt those who are optimistic about being able to uphold standards are those deans who tightly control adult course work, while those who do not are likely to be possimistic. The adult education dean is, of course, more optimistic than all the others, although only 5 per cent of the presidents felt that standards in their institutions were likely to be lower.

Perhaps the only thing to say about the findings on this "standards" question is that they reveal more about human nature than they do about what will really happen!

Whose Responsibility?

Like the advanced lashes of a hurricane, already we feel the disquieting problems of the enrollment boom. Lurking behind most of these problems seems to be the question of money. From whence will come the hard cash -- and lots of it -- necessary to gear our systems of higher education to the needs of our expansive minded nation. I have sinned more than most in making loud noises about how higher education badly needs the growth of a quality that money cannot buy. I have often recalled the story associated with Harvard's tercentennial celebration. Feeling the heady effects of oil, like champagne, a boisterous Texan -- dreaming of building a Harvard for his modest, little state -- is reported to have turned to Harvard's President and asked: "How much would it cost to build a university like this?"

Fixing a calm gaze upon the enthusiastic Texan, the Harvard President is said to have replied: "Oh -- about two hundred million dollars and three hundred years!"

Be that as it may, I have come to the conclusion that if we act intelligently, money <u>can</u> to some extent buy quality. Furthermore, I believe we are a nation of such economic health as to be able to afford not only good <u>schooling</u> for our youth, but also good <u>education</u> for our adults.

But -- who will foot the bill? Whose responsiblity is it?

So far as university people themselves are concerned, our study produced a resoundingly clear answer: <u>With frequently expressed regrets it will be the tax supported institutions that must bear the main responsibility for the adult enrollment boom.</u>

More specifically, there will be two types of institutions relatively undisturbed by the increase in adult enrollments and two types which will face new problems of such dimensions as to require a basic re-examination of their purposes and their resources:

Relatively untouched will be the residential liberal arts college in the small town, and for different reasons, the large state university. Much hope was expressed that the liberal arts college could share in the increased opportunity to devote more resources for the liberal education of adults, but there was little optimism that this would be possible. And it is generally believed that although state universities will experience great enrollment increases in extension and related programs, the problems will be solved. Behind this is the feeling that both historically and currently the great state universities have won their spurs before the bar of public opinion. The people will slowly but surely respond with the support necessary for their universities to do whatever the people want them to do.

Of the two types of institutions to be affected in more disturbing ways, the first is the tax supported municipal university. This confirms my growing conviction that in many ways the American urban-area institution is our new educational frontier. In more poetic moments there are those who see the American municipal university bearing to the modern city the same kind of central responsibility which the cathedral bore for the medieval city. It is no accident that Pittsburgh has a "Cathedral of learning." The "street-car college," often but recently converted from private to public support, faces the whole array of challenges from an increasingly complex urban society. The implication, I believe, is that these municipal institutions face the need for a basically new definition of their relationships with their urban community. Part of the problem, of course, is the need to consider precisely how the debt-ridden urban area private institutions are to fit into this expansion picture.

There is one other type of institution that all too easily escapes our notice. This is the institution that serves not the whole state, not a well-defined geographical spot, but a loosely defined region. Some of these schools formerly were small liberal arts colleges on the fringe of large urban areas but now engulfed by the spreading metropolitan phenomenon of suburbia; some formerly were teachers' colleges suddenly expanded to state colleges and universities in order to serve a region. I would merely point out here that in some respects the challenge of greatly expanding adult education most sharply affects this regional-type institution.

In summary: whatever the type of institution, our respondents see adult education as a public necessity that over time will have to look more and more to public tax support.

Plans and Implications

At the end of our study we asked two general, open-ended questions: To meet the problems of the enrollment bulge, what sort of planning was being done? And -- what in broad terms do you see as the most important implications which increased adult enrollment will have for university adult education?

As was to be expected, the most planning was being done by adult education deans, the least by faculty members who tend to see planning as an administrative responsibility. The presidents tended to see the planning problem in terms of new adult audiences to be served; the day deans -- about 50 per cent of whom were doing systematic planning -- were generally engaged in preparing to offer new courses; the adult education deans were somewhat broader in their planning activity in the sense that they were working along the lines of entirely new programs. About 22% of the adult education deans sounded harassed

to the point where all their efforts seemed to be absorbed in "holding on" until the enrollment hurricane blows itself out. My colleague called these "the brick and mortar boys."

In analyzing the data we tried to learn how much "resource" planning was being done. By this we meant the kind of creative, long-range planning that assumes -- first, that adult education enmasse is here to stay; and second, that existing programs do not adequately serve adult needs. In terms of "resource" planning the picture is not too bright: Only about 10 per cent of our respondents could be said to be engaged in "resource" planning. It is interesting to note that the presidents, more than the other groups, said they were doing this kind of planning.

Regarding overall implications, we analyzed the data in terms of seeing the adult enrollment bulge as either a threat or an opportunity for the university.

Of the faculty, 58 per cent saw it as an opportunity; 38 per cent as a threat. The threat they fear is that standards will be lowered.

Surprisingly to us, the day deans were very optimistic, 92 per cent seeing increased adult enrollment as an opportunity. This we feel reflects their security in being able to affect policy within the power structure of the university.

The adult education deans were 50-50. Half of them feel some threat from the enrollment boom. It is clear that they see this threat in terms of competition for adequate faculty and facilities.

The presidents were the most optimistic of all.

Where, Then, Are We Headed?

This then is the picture -- at least as it may be seen by university people:

Generally speaking, the mood is optimistic and expansive. Thinking is pragmatic and in quantitative terms; the crucial problems are perceived primarily as physical and financial. It seems that the enrollment boom may be a mixed blessing for university adult education: For while it presents opportunities for experimentation and expansion of services to the people, adult education probably cannot command top priority of the universities' interest and resources. A potential hour of recognition and glory is also a potential hour of defeat and neglect.

One of the most striking outcomes of the study is the suggestion that non-credit work is growing in prestige and favor. Unfortunately, however, there is little evidence of the bold and imaginative thinking we will have to do if we are not merely to "add new courses" but rather to conceptualize entirely new programs "explicitly for adults."

The data yield one inference, which if valid, is an interesting one: namely, that on many attitudes and perceptions, the presidents and faculty tend to think alike; that on these same attitudes and perceptions the day deans and the adult education deans tend to think alike although somewhat differently than do the presidents and faculty. Even more interesting---and I suspect provocative---the presidents and faculty as a combined group are more flexible, curious, and explorative than are the deans.

In conclusion, I cannot escape the feeling that the crucial question is how we can turn this period of prosperity in higher education into an opportunity for qualitative growth? By qualitative growth I mean growth of concern for the intellectual excellence of our curricula and our universities. Thus we would place the highest priority on the university's

responsibility to provide knowledge of and inquiry into those complex social, political and moral problems, which in a free society, can be neither left to trial and error optimism, nor camoflauged by facades of sincerity and unexamined piety. In education, as well as in politics, we cannot long advocate "principles" which say one thing and mean another.

As we therefore long for more classrooms, more buildings, more courses, and more money, I would remind myself of a story about Albert Einstein.

Professor Einstein was to meet a friend on a certain bridge at Potsdam. The friend missed a train and was late. As he came upon the scientist walking slowly back and forth along the bridge, the friend apologized for wasting Einstein's time. Einstein replied: "I was not wasting my time; I was working. Why should I be less capable of reflecting about my problems on the Potsdam bridge than in my laboratory?"

In this incident are the principles of penetrating inquiry and reflective thought. These are the principles which challenge American higher education in the era ahead.

APPENDIX H

Roster of Participants

Fourth Leadership Conference

March 5 - 7, 1956

ROSTER

FOURTH ANNUAL LEADERSHIP CONFERENCE

Adolfson, L. H., Director, University Extension Division, University of Wisconsin

Barden, Lawrence C., Associate Dean, Evening Program, Hofstra College

Barton, George E., Jr., Research Associate, Center for the Study of Liberal Education for Adults

Benne, Kenneth, Director, Human Relations Center, Boston University

Bentley, Harold W., Director, Extension Division, University of Utah

Blakely, Robert J., Manager, Office for the Central Region, The Fund for Adult Education

Brian, D. Garron, Research Associate, Department of Education, University of Chicago

Broady, K. O., Director, University Extension Division, University of Nebraska

Brown, Leslie, Acting Dean, Cleveland College, Western Reserve University

Byrne, James, Marquette University

Carey, James, Research Associate, The Center for the Study of Liberal Education for Adults

Chamberlain, Martin, Associate Director, Department of Extension Classes, University of Washington.

Charters, Alexander, Dean, University College, Syracuse University

Conley, William, Educational Assistant to President, Evening Division, Marquette University

Davish, Rev. William, S.J., Dean, Evening College, Loyola College (Baltimore)

Deters, Rev. Richard, S.J., Director, Evening Division, John Carroll University

Donohue, Maurice F. X., Dean, University College, The University of Chicago

Dyer, John P., Dean, University College, Tulane University

Eddy, James R. D., Dean, Division of Extension, University of Texas

Elsdon, K. T., Warden, The Folk House, Bristol, England

Emery, Donald, Dean, College of Adult Education, University of Omaha

Garvey, Neil, Director of Correspondence Courses, University Extension, University of Illinois

Goldberg, Maxwell H., Executive Secretary, College English Association Institute, Chairman, Department of English, University of Massachusetts

Gordon, Morton, Research Associate, The Center for the Study of Liberal Education for Adults

Hiett, Norris A., Associate Dean, Division of Extension, University of Texas

Hilliard, Thomas C., Associate Dean, College of Commerce, DePaul University

Holst, Ed, Milwaukee Extension Division, University of Wisconsin

Houle, Cyril O., Professor of Education, The University of Chicago

Hunsaker, Herbert, Assistant Director, Division of Adult Education, Purdue University

Knowles, Malcolm, Administrative Coordinator, Adult Education Association

Liveright, Alexander A., Research Associate, The Center for the Study of Liberal Education for Adults

Lowe, Ernest A., Director, Division of General Education, University of Georgia

Marsh, T. Reese, Dean, College of Adult Education, Municipal University of Wichita

Matre, Richard A., Acting Dean, University College, Loyola University (Chicago)

McCarthy, Lois, Executive Secretary, Council of National Organizations of the Adult Education Association

McMahon, Ernest E., Dean, University College, Rutgers University

Miller, Harry L., Assistant Director, The Center for the Study of Liberal Education for Adults

Morton, John R., Dean, Extension Division, University of Alabama

Nolte, Julius M., Dean, General Extension Division, University of Minnesota

Norman, H. W., Dean, Division of Adult Education, Indiana University

Parkinson, George, Director, Milwaukee Extension Division, University of Wisconsin

Powell, John Walker, author, Baltimore, Md.

Pyle, H. G., Extension Division, Pennsylvania State University

Reed, Bernard W., Assistant Dean, Evening College, University of Cincinnati

Riddle, Kenneth W., Dean and Director, Evening College, Drexel Institute of Technology

Robinson, Stanley C., Associate Dean, University Extension, University of Illinois

Schram, Lloyd, Director, Extension Classes, University of Washington

Schueler, Herbert, Director, School of General Studies, Queens College (New York)

Schwertman, John B., Director, The Center for the Study of Liberal Education for Adults

Siegle, Peter E., Research Associate, The Center for the Study of Liberal Education for Adults

Sharer, Robert, University Extension, Michigan State University

Sheerar, Leonard, Executive Director, Oklahoma Institute of Technology, Oklahoma A. & M. College

Smith, Russell F. W., Associate Dean, Division of General Education, New York University

Soop, Everett, J., Director, University Extension Service, University of Michigan

Suppan, Adolph A., Director of Extension, Wisconsin State College

Vaughan, Marilyn, Administrative Secretary, The Center for the Study of Liberal Education for Adults

Whipple, James B., Research Associate, The Center for the Study of Liberal Education for Adults

Zehmer, George, Dean, Extension Division, University of Virginia